

STATE NORMAL SCHOOL

MANKATO, MINNESOTA

1908

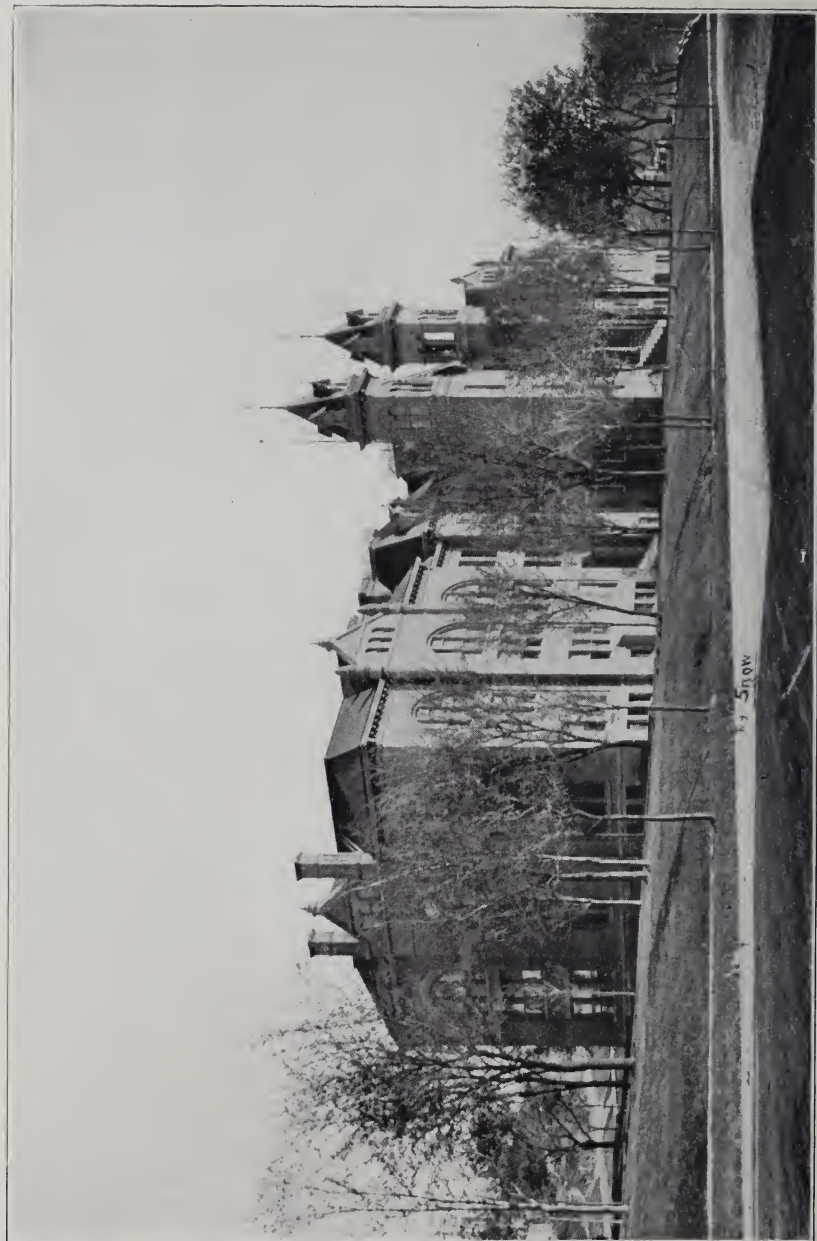
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Thirty-Ninth Annual Catalogue

OF THE

STATE NORMAL SCHOOL

AT

MANKATO, MINNESOTA

FOR THE

School Year 1907-1908

AND

Announcements for 1908-1909

FREE PRESS PRINTING CO.
Mankato, Minn.



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CALENDAR FOR 1908-1909

SUMMER TERM, 12 WEEKS.

Entrance examinations and enrollment of students.....
.....Tuesday, June 9, 1908
Class-work begins.....Wednesday morning, June 10, 1908
First half term ends.....Tuesday noon, July 21, 1908
Second half term begins.....Tuesday afternoon, July 21, 1908
Summer term ends.....Friday noon, August 28, 1908

FALL TERM, 13 WEEKS.

Entrance examinations and enrollment of students, Tuesday, Sept. 1, 1908
Class-work begins.....Wednesday morning, September 2, 1908
Fall term ends.....Wednesday noon, November 25, 1908

WINTER TERM, 12 WEEKS.

Entrance examinations and enrollment of students.....
.....Tuesday, December 1, 1908
Class-work begins.....Wednesday morning, December 2, 1908
Holiday vacation begins.....Friday noon, December 18, 1908
Class-work resumes.....Tuesday, January 5, 1909
Winter term ends.....Friday noon, March 5, 1909

SPRING TERM, 12 WEEKS.

Entrance examinations and enrollment of students.....
.....Monday, March 15, 1909
Class-work begins.....Tuesday morning, March 16, 1909
Spring term ends.....Thursday evening, June 3, 1909

The ELEMENTARY SCHOOL will open on the days on which
class-work begins in the Normal Department.

FACULTY

- CHARLES H. COOPER, A. M., President
School Management and School Law.
- DEFRANSA A. SWANN,
Geography.
- ALICE VIRGINIA ROBBINS, M. L.,
Mathematics.
- FREDERICK LYLE SEARING, A. B.,
Latin.
- NELLIE LOUISE WOODBURY,
Reading.
- JOHN A. HANCOCK, A. M.,
Psychology and Pedagogy, Supervisor of Training School
Work.
- JEREMIAH S. YOUNG, Ph. D.,
History, Civics and Social Science.
- MARY HARRINGTON-SCHWARZ,
Manual Training.
- KATE H. SPARROW,
Drawing and Penmanship.
- ELLEN C. DAVIS,
Mathematics.
- DAVID ORLAND COATE, A. B.,
English.
- CHESSLEY JUSTIN POSEY, M. S.,
Physical Science and Nature Study.
- ELLA LOUISE FINK,
Music.
- MARGARET JEAN CALVIN, A. B.,
English Grammar.
- MARY ALICE CHURCH,
English and History.
- MARY LOUISE CLARK,
Sewing.
- C. F. CURTIS RILEY, A. B.,
Biology. Curator of the Museum

The Elementary School and Training Department

JOHN A. HANCOCK, A. M., Director.

CAROLYN M. ROBBINS,

Principal of the Grammar Department.

MARGARET McCARTHY, A. B.,

Assistant.

MINNIE SWEETLAND PARRY,

Principal of the Intermediate Department.

MYRTLE HOLMES, A. B.,

Assistant.

HELEN M. REYNOLDS,

Principal of the Primary Department.

FLORY E. WISE,

Assistant.

MARTHA V. COLLINS,

Director of the Kindergarten.

ALICE WILLIAMS,

Assistant.

The special teachers of drawing, music, manual training, penmanship, and physical culture in the Normal School supervise the teaching of their subjects in the Elementary School.

Officers of Administration

HON. JOHN C. WISE, Resident Director.

CHARLES H. COOPER, President.

ALICE N. FARR, Librarian.

AGNES CRESENCE GLOTZBACH,

Text-Book Librarian, Secretary, and Purchasing Agent.

Special Teachers for the Summer Session

JAMES M. McCONNELL, Superintendent Mankato Schools,
History and Algebra.

EUGENE M. PHILLIPS, Superintendent Albert Lea Schools,
Civics.

PATRICK P. KENNEDY, Superintendent St. Peter Schools,
Mathematics.

MERTON P. FOBES, Superintendent Marshall Schools,
History.

HERBERT R. EDWARDS, Superintendent Worthington Schools,
Physiology and Geography.

HUBERT G. CHILDS, Superintendent Slayton Schools,
Arithmetic.

STATE NORMAL SCHOOL AT MANKATO

The school was opened in 1868 being the second normal school established by the state. The central portion of the present building was occupied in 1870—about one month before the first class was graduated.

The graduates of the school number about 2,150 and several times this number have received in the school more or less preparation for the work of teaching.

THE PURPOSE AND PLAN OF THE SCHOOL.

The chief purpose of the school is special instruction in the Science and Art of Teaching; but as in nearly all other normal schools in the country, a thorough system of academic instruction is at once the basis, and, to a large extent, the medium of professional instruction in the courses not designed for high school graduates. General culture and accurate scholarship are necessary to good teaching; but with this culture and scholarship the teacher must be trained in the principles that underlie his art and in the application of these principles to the practical work of the school.

The school comprises two departments, the Normal School proper and the Elementary School and Training Department.

The Elementary School includes a kindergarten, the usual eight grades below the high school, and a Review Class in which candidates who fail in their entrance examinations will be given an opportunity to make up the subjects in which they may be deficient, and students who need to do so may review carefully the common branches before entering upon the work of the normal school.

The Normal School includes:

1. An English Course of five years.
2. A Latin Course of five years.
3. An Advanced Graduate Course of two years.
4. A Kindergarten Training Course of two years.
5. An Elementary Graduate Course of one year.
6. An Elementary Course of three years.

Diplomas are awarded to students who complete these courses, as follows: Courses 1, 2, 3, and 4 lead to the advanced diploma, which becomes a life certificate of the first grade on endorsement after two years of successful teaching. Course 5 leads to the elementary diploma for high school graduates, and course 6 to the elementary diploma; on endorsement, these become first grade certificates for five years and may be extended by re-endorsement. The particulars of the enactment of 1891 and the conditions of endorsement are given elsewhere in this catalogue.

THE ACADEMIC PROFESSIONAL COURSES.

These courses furnish a thorough academic training in the subjects usually included in high school courses. This training, being given by instructors chosen for their special fitness for the work of training teachers and with much experience in that work, who have in mind the future work of the students as practical teachers, naturally presents great advantages to those who intend to become teachers. The school has a good modern equipment of laboratories, library and museum. With this academic work is combined special professional training in psychology, the history and philosophy of education, school management, methods of teaching, with careful reviews of the common branches, observation of model teaching, and practice work under skilled supervision and criticism. Outline statements of these courses follow, with a description of the work in each department of instruction.

THE COURSES FOR HIGH SCHOOL GRADUATES.

Students will be admitted to these courses who have completed a four-years course in a Minnesota state high school, or an equivalent course in another school of equal standing, subject to the conditions stated on page 10. To such the diploma of the Elementary Course is given at the end of one year, or the diploma of the Advanced Course at the end of two years, if they are able to meet the requirement established for graduation from these courses.

The advantages offered to those graduates of high schools and colleges who desire to teach are evident. The work is professional, including, first, theory as studied in psychology, the history and philosophy of education and pedagogy; second, reviews of the common branches with special attention to the methods of teaching them; third, observation and teaching under the careful guidance of experienced training teachers in the Elementary School. This professional work is fully described later in this catalogue.



LIBRARY.



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While the elementary graduate course (one year) is still continued, it is earnestly advised that all enroll in the advanced graduate course (two years). The superiority of this course is beyond question and is now generally recognized, and boards of education and superintendents in the more important towns of the state are coming to insist on this larger preparation for candidates for positions in their schools.

THE ELEMENTARY COURSE.

In 1899, the old three-years Elementary Course was abolished. It soon became evident however, that a short course is necessary, especially for the rural school interests, and the Certificate Course was established in 1901. This course while richer than the former one, did not draw back to the school the large class of rural teachers who came for the old course. Accordingly, in 1903, the State Normal Board re-established the Elementary Course on the old basis, with opportunity during the first year for reviews and methods in the common branches. The elementary diploma is given to those who complete this course.

It is expected that many teachers in rural schools, and those who are looking forward to that work, will take advantage of this opportunity. Only experienced teachers or persons of considerable maturity will be enrolled for this course, and the minimum age is sixteen years.

Constant calls for teachers are made upon the school for which there are no suitable candidates, showing that there is a large demand at high wages for properly equipped teachers for the best rural schools receiving state aid. The Elementary Course is established to meet this demand at the urgent request of the county superintendents of the state.

Students who have completed this course will be admitted to the junior class of the English course, and will be able to secure the advanced diploma in two years.

CONDITIONS OF ADMISSION.

1. **To the First-Year Class.**—Persons holding state teachers' certificates of the second grade, complete or limited, will be admitted to this class without condition. Other applicants are required to present certificates from the State High School Board, or county diplomas, or to pass examinations in the subjects of arithmetic, grammar, geography and United States history. They are expected to have a thorough knowledge of the subjects named as presented in the larger editions of the current leading modern text-books.

In reading they are to show ability to read at sight intelligently and fluently ordinary easy prose and simple poetry; and in composition, the ability to write a simple essay or a letter correctly and in proper form.

Entrance examinations, wherever necessary, will occur on the days fixed in the calendar.

Candidates who may be deficient in one subject will be admitted to do partial work in the Normal School, and will be given an opportunity to make up the deficiency in the Review Class. Candidates who fail in their entrance examinations may enter the Review Class if they so desire. The tuition fee in that class is thirty cents a week.

2. **To the Graduate Courses.**—A diploma from a reputable high school having a four-years course, or an equivalent training will admit to the advanced courses without conditions.

On account of the brevity of the Elementary Course (one year) it is required that candidates for admission to that course must present high school standings in the following subjects that are considered essential to the preparation of a teacher for work in the elementary schools; civics, United States history, one physical science (physics or chemistry), and one biological science (botany or zoology.) In physics a full year's work is required; in each of the other subjects not less than a half-year's work. If these subjects have not been pursued in the high school, the student will be required to secure standings in them in the normal school before receiving his diploma. The student must also have studied physiology, but grade work in this subject is accepted.

A student who has taken three years or more of a four-years high school course may be admitted to these courses, but he will be required to complete the subjects of the fourth year, or their equivalents, in addition to the work of the graduate course, before a diploma is conferred upon him.

As the one-year graduate course is very full, students will not be allowed to make up more than one subject during the year except for special reasons; and only strong students are able to do this. It is better for a student deficient in more than one subject, and for one who works slowly, to register for the two years' course and thus secure the more thorough preparation without severe strain or to take advantage of the summer session.

3. **For Special Work.**—Persons holding teachers' certificates of the second grade who shall have taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are pre-

pared to do the work with the regular classes in the subjects they may choose, and their choice is subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught testifying to their success and fitness for work of teaching.

4. **To Advanced Standing.**—Candidates may be admitted to advanced standing in any course after successful examination in the studies completed by the class, or on presentation of evidence showing their ability to do the work of the class.

Applicants desiring to enter upon records from other schools should present certified copies of these records at the time of entrance. Convenient blanks for this purpose will be furnished upon application.

First Grade State Certificates.—A first-grade state certificate, valid at the time of presentation, will entitle its holder to credit for a year's work on the three-years course or on a five-years course; provided (1) that the subjects to be credited shall be designated by the president in conference with the student, and (2) that the average of the certificate must not be less than seventy-five per cent, and that subjects in which the standings are less than seventy-five per cent will not be credited, and the number of credits allowed will be proportionately reduced.

The first day of each term will be devoted to registration and classification. No one will be registered on any subsequent date for that term except for special reasons approved by the president.

ADVANCED CREDITS AT UNIVERSITIES AND COLLEGES.

The University of Minnesota and the colleges of the state offer credits amounting to one year's work on the four years' college course to all graduates from the advanced courses of the state normal schools of Minnesota who shall bring certificates from the presidents of the schools showing their fitness for advanced standing. Other universities and colleges will undoubtedly give the same credits. This action will enable persons who may need to teach in order to meet the expenses of a college course to secure normal school diplomas, and the larger salaries that they command, without spending more time on the combined course than will be required to secure college preparation in the ordinary way. High school graduates who intend ultimately to take a college or university course can now devote the additional year required to complete the advanced graduate course, and can thus secure the great professional advantages offered by that course without delaying their college graduation.

THE SUMMER SESSION.

The Summer Session affords opportunity to high school graduates and teachers in service to enter upon normal courses or to secure additional credits at a season that cannot otherwise be utilized for school work. It also offers teachers the opportunity to come in direct contact with the normal school spirit and methods, and to freshen themselves for their work without loss of time from the school room.

In planning the work for the coming summer consideration has been given to the needs of the different classes of persons who may want to do summer work at a normal school, and the attempt has been made to meet all of these needs. Recognizing the fact that many would-be students cannot attend the school during the whole summer and yet desire to secure complete credits, while others desire to use the whole summer, it has been decided to offer not only (1) a large number of subjects running through the twelve weeks with one recitation a day as was done last year, but also (2) a considerable number of subjects in classes which will recite twice a day during the first six weeks and complete the work in that time, and (3) other subjects in classes that will begin at the middle of the term and complete the work during the last six weeks. Thus students can gain complete credits by attending the school during the whole term or during either half. The work in all subjects will be of the same scope and quality as the work of the other terms. The teachers will be largely from the regular school faculty; all will be of proved quality and long experience.

Arrangements have been made by which the first or second grade certificates of students who may expect normal credits at the end of the term may be held by the State Superintendent and the credits secured during the summer term may be applied this season.

A model primary school will be in session for four weeks beginning July 1, conducted by the primary training teacher of the normal school; this will give opportunity to teachers to study the management of the lower grades under the most favorable circumstances.

In connection with the summer session six-weeks reviews will be offered in the subjects required for a second grade certificate. This work forms no part of a normal school course and no credit is given for it; it is offered for the benefit of the teachers in the surrounding counties where no county summer schools are held, though attendance is not restricted to residents of these counties. But while these reviews are offered students are earnestly urged to take regular normal work and secure credits that will be helpful towards either a normal course or a state certificate. No student will be allowed to enter more than two of these non-credit classes.

Circulars giving a list of the subjects offered and other particulars will be sent on application.

WHY ATTEND THE NORMAL SCHOOL?

1. It opens the way directly to the more desirable positions. The normal school gives a training that fits directly for particular grades of work, and the supervisors come into such close personal touch with the students that they are able to estimate correctly their ability and fitness for particular positions that may be open. Superintendents and school officers recognize this and apply with confidence to the school for such candidates as they may need; the school can thus put worthy students in the line of promotion. Even those students who do not stay to secure diplomas find that they can improve their salaries and their professional standing by study at a normal school.

2. The student finds at the normal school a complete school system from the kindergarten through the grades, where he may observe the different methods of fitting the various subjects to the children's needs and interests; various ways of presenting subjects and illustrating lessons; the means employed for securing good order and the proper spirit in the school room; the most approved plans for industrial occupations, which may be adapted to various conditions.

3. In this elementary school the person who intends to teach may test his power to teach and to manage a class; he may discover his weak and his strong points, and may learn from his superiors how to fortify the weak ones and to make the most of those that are strong. During his period of teaching he gets daily and personal assistance in the problems of teaching and discipline. Many a first year failure is due to a lack of guidance during the first weeks of school work; six months of constant work under the expert training teachers of the normal school enables a beginner to enter a school of his own with confidence and to meet successfully the many hard problems that face him there.

4. The common branches are reviewed and extended not merely that the student may know more about them, but that he may know how to organize them, illustrate them and fit them for teaching purposes.

5. Special attention is given throughout the work to the foundation principles of education. A good knowledge of these makes a teacher capable of adjusting himself to new and trying conditions, begets the progressive spirit, and helps more towards promotion than any other attainment.

6. An extensive professional and general library, which the student is trained to use, affords acquaintance with books and periodicals most helpful in every phase of school work.

7. The close association with successful teachers, the daily interchange of opinions with students representing many and varied stages in educational thought, and the opportunities for meeting and hearing prominent school men, add immeasurably to a teachers' enthusiasm and breadth of view.

COURSES OF STUDY

Sixty Hours is Regular Work for One Term.

ADVANCED GRADUATE COURSE.

JUNIOR YEAR.	Hours.	SENIOR YEAR.	Hours.
Advanced Civics	60	History Rev. and Methods....	60
Sociology	60	Psychology	60
Physiography	60	History of Education.....	120
Manual Training	60	Reading Methods	60
Nature Study	60	Geography Rev. and Methods.	60
Literature and Themes.....	60	Advanced Grammar	60
Music and Methods.....	60	School Management	20
Drawing and Methods	60	Practice Teaching	120
Arithmetic Rev. and Meth....	60		
Grammar Rev. and Meth.....	60		
Pedagogy	60		
Psychology	60		

KINDERGARTEN GRADUATE COURSE.

JUNIOR YEAR.	Hours.	SENIOR YEAR.	Hours.
Psychology	60	Advanced Psychology	60
Nature Study	60	History of Education.....	120
Drawing Methods	60	Kindergarten Technics	180
Music Methods	60	Plan making and discussion	
Reading Methods	60	of Practical Work.....	180
Sociology	60	Observation and Teaching in	
Manual Training	60	Kindergarten	240
Literature and Themes.....	60	Teaching in Primary Grades..	120
Story-telling	60		
Observation in Grades.....	60		
Kindergarten Theory	180		
Special work in Physical Culture throughout the year.			

ELEMENTARY GRADUATE COURSE.

	Hours.		Hours.
Educational Psychology	60	Drawing and Methods.....	60
Pedagogy	60	Music and Methods.....	60
Arithmetic, Rev. and Meth....	60	Nature Study	60
Grammar Rev. and Meth....	60	School Management	20
Geography Rev. and Meth....	60	Teaching	120
Reading and Methods.....	60		

Five Years English Course

FIRST YEAR CLASS.

	Hours.
Algebra	180
English Grammar	120
Geography	120
Botany	60
English History	60
Reading	60
Drawing	60
Music	60

SECOND YEAR CLASS.

	Hours.
Plane and Solid Geometry....	180
English Composition	120
American History	120
Botany	60
Zoology	120
Music Methods	60
Reading Methods	60

THIRD YEAR CLASS.

	Hours.
Physics	180
Literature	120
Arithmetic	120
Manual Training	120
Rhetoric and Themes.....	120
Drawing and Methods.....	60

JUNIOR CLASS.

	Hours.
Psychology	60
General History	180
Advanced Civics	60
Sociology	60
Pedagogy	60
Methods in Common branches.	120
Chemistry	120

Five Years Latin Course

FIRST YEAR CLASS.

	Hours.
Algebra	180
Latin Lessons	180
Geography	120
English History	60
Reading	60
Drawing	60
Music	60

SECOND YEAR CLASS.

	Hours.
Latin, Caesar	180
Plane Geometry	120
Botany, or Zoology	120
American History	120
Reading Methods	60
Drawing Methods	60
English Composition	60

THIRD YEAR CLASS.

	Hours.
Latin, Cicero	180
Physics	180
Manual Training	120
Arithmetic	120
Rhetoric	60
Literature	60

JUNIOR CLASS.

	Hours.
Psychology	60
Latin, Virgil	120
General History	120
Grammar Rev. and Meth....	60
Advanced Civics	60
Sociology	60
Methods in Com. Branches....	120
Pedagogy	60

STATE NORMAL SCHOOL

SENIOR CLASS.

	Hours.
Teaching	120
History of Education.....	120
Literature	120
Physiography	60
Physiology	60
Psychology	60
School Management	20

SENIOR CLASS.

	Hours.
Teaching	120
History of Education	120
Literature	120
Physiography	60
Physiology	60
Psychology	60
School Management	20

THREE YEAR ELEMENTARY COURSE.

FIRST YEAR CLASS.

	Hours.
English Grammar	120
Geography	120
Arithmetic	120
English Composition	60
Physiology	60
Reading	60
Drawing	60
Music	60
Elementary Civics	60

SECOND YEAR CLASS.

	Hours.
Algebra	180
Botany	60
Zoology	60
Botany or Zoology	60
English History	60
American History	120
Composition and Rhetoric	120
Pedagogy	60

THIRD YEAR CLASS.

	Hours.
Physics	120
Plane Geometry	120
Literature	120
Reading Methods	60
Drawing Methods	60
Music Methods	60
Training School work.....	120
Educational Psychology	60



A CORNER OF THE CAMPUS.



A PORTION OF THE CAMPUS.

ARRANGEMENT BY TERMS

Summer Term, 1908.

1. Twelve Weeks Courses:

Nature Study.	Manual Training.
Zoology I.	Geometry I.
Physics—Heat, Light and Sound.	Algebra I.
Physics—Mechanics.	Methods.
Physiography.	Arithmetic Review and
Grammar I.	Arithmetic I.
Grammar Review and Methods.	Music Methods.
English Composition I.	Music II.
Rhetoric.	Reading Methods.
American History I.	Drawing Methods.
Elementary Civics.	Drawing I.
Music I.	Physical Culture.
	Sociology.
	Advanced Civics.

2. Six Weeks Double Courses—First Half Term:

Botany I.	Elementary Civics.
Physiology.	American History I.
Physics—Heat, Light and Sound.	American History II.
Physics—Mechanics.	Reading II.
Pedagogy.	Algebra II.
Educational Psychology.	Arithmetic II and Methods.
Rhetoric.	Physical Geography.
Grammar II and Methods.	Geography.
Primary Methods.	Sewing I.
Geometry II.	Sewing II.

Six Weeks Double Courses—Second Half Term:

Nature Study.	Algebra II or Geometry II.
Botany II.	Arithmetic II and Methods.
Grammar II and Methods.	Reading II.
Literature I or II.	Advanced Reading.
American History II.	Physics.
Elementary Civics.	
Advanced Civics.	

This list of subjects will be followed as closely as shall be practicable under the conditions of enrollment and choice. Subjects may be withdrawn for which the demand is so small as not to warrant the formation of classes; and other subjects may be offered for which a de-

mand shall arise. Students may count with reasonable certainty on being able to secure the subjects listed above, but the arrangement of the daily programme must necessarily control the choices of the students to a certain extent. Not every student will find it possible to secure just the subjects that he may desire.

It will be seen that the list includes:

1. All subjects required for second and first grade certificates.
2. All subjects in which high school graduates are conditioned.
3. Subjects which will enable high school graduates to do a full term's work during the twelve weeks or two subjects in either half of the term.
4. Subjects which will enable graduates from the elementary graduate course to do a full term's work towards the advanced diploma. The attention of graduates from the elementary courses is called to this opportunity.
5. Nearly all the subjects of the three-years elementary course, except observation and practice teaching, and a large number of the subjects of the advanced courses.
6. Special subjects for which there is a growing demand—sewing, manual training, physical culture, advanced music, and the like.

ADVANCED GRADUATE COURSE.

JUNIOR YEAR.

Fall Term.	Winter Term.	Spring Term.
Psychology I.	Nature Study.	Physiography.
Advanced Civics.	Sociology.	Pedagogy.
Literature and Themes.	Music Methods.	Arithmetic Review and
Manual Training.	Grammar Review and	Methods.
	Methods.	Drawing Methods.

SENIOR YEAR.

Psychology II.	History of Education I.	History of Education II.
Teaching.	Geography Rev. and	Advanced Grammar.
	Methods.	History Review and
	Reading Methods.	Methods.
	School Management.	Observation.

KINDERGARTEN GRADUATE COURSE.

JUNIOR YEAR.

Manual Training.	Nature Study.	Drawing Methods.
Literature and Themes.	Reading Methods.	Music Methods.
Psychology I.	Sociology.	Story Telling.
Kindergarten Theory.	Kindergarten Theory.	Kindergarten Theory.
		Observation in Grades.
Special Work in Physical Culture through the Year.		

SENIOR YEAR.

Psychology II.	History of Education I.	History of Education II.
Kindergarten Technics.	Kindergarten Technics.	Kindergarten Technics.
Observation and Teaching in Kindergarten.	Teaching in Primary Gr.	Teaching in Kindergarten.
Plan Making and Discussion of Practical Work.	Plan Making, etc.	Plan Making, etc.

ELEMENTARY GRADUATE COURSE.

SECTION I.

Arithmetic Rev. and Methods.	Educational Psychology.	School Management.
Drawing Methods.	Practice Teaching.	Reading Methods.
Music Methods.		Nature Study.
Pedagogy.		Grammar Rev. and Meth.
Observation.		Geography Rev. and Methods.

SECTION II.

Nature Study.	Arithmetic Rev. and Methods.	Practice Teaching.
Grammar Review and Methods.	Drawing Methods.	Educational Psychology.
Geography Rev. and Methods.	Music Methods.	
Reading Methods.	Pedagogy.	
School Management.	Observation.	

FIVE YEARS ENGLISH COURSE.

FIRST YEAR CLASS.

Fall Term.	Winter Term.	Spring Term.
Algebra I.	Algebra II.	Algebra III.
Physical Geography.	Mathematical Geography.	Botany I.
English Grammar I.	English Grammar, II.	English History.
Music I.	Drawing I. (Algebra I.)	Reading I. (Algebra II.)

SECOND YEAR CLASS.

Geometry I.	Geometry II.	Solid Geometry.
American History I.	English Composition I.	English Composition II.
Zoology I.	American History II.	Reading II.
Botany II. (Algebra III.)	Music II.	Zoology II.

THIRD YEAR CLASS.

Physics—Mechanics.	Physics—Electricity.	Physics—Heat, Light and Sound.
Arithmetic I.	Arithmetic II.	Drawing II.
Literature I.	Theme Writing.	Literature II.
Rhetoric.	Manual Training I.	Manual Training II.

JUNIOR CLASS.

Advanced Civics.	General History II.	General History III.
General History I.	Sociology.	Pedagogy.
Chemistry I.	Chemistry II.	Methods in Common Branches.
	Psychology I.	Observation.

SENIOR CLASS.

Psychology II.	History of Education I.	History of Education II.
Teaching.	Literature III.	Literature IV.
	Methods in Common Branches.	School Management.
	Physiology.	Physiography.

FIVE YEARS LATIN COURSE.

FIRST YEAR CLASS.

Fall Term.

Latin Lessons.
Algebra I.
Physical Geography.
Music I.

Winter Term.

Latin Lessons.
Algebra II.
Drawing I.
English History.
(Algebra I.)

Spring Term.

Latin Lessons.
Algebra III.
Reading I.
Mathematical Geography.
(Algebra II.)

SECOND YEAR CLASS.

Geometry I.
American History I.
Caesar.
Zoology I. or Eng. Com-
position I.
(Algebra III.)

Geometry II.
American History II.
English Composition I.
or Rhetoric.
Caesar.

Botany I., or Zoology II.
Reading II.
Drawing II.
Caesar.

THIRD YEAR CLASS.

Physics—Mechanics
Rhetoric or Botany II.
Cicero.
Arithmetic I.

Physics—Electricity.
Arithmetic II.
Cicero.
Manual Training I.

Physics—Heat, Light and
Sound.
Manual Training II.
Cicero.
Literature II.

JUNIOR CLASS.

Advanced Civics.
Virgil.
Methods in Common
Branches.

Psychology I.
Sociology.
General History II.
Virgil.

General History III.
Pedagogy.
Grammar Review and
Methods.
Methods in Common
Branches.
Observation.

SENIOR CLASS.

Psychology II.
Teaching.

History of Education I.
Literature III.
Physiology.
History of Education II.
Literature IV.
Physiography.
School Management.

THREE YEARS ELEMENTARY COURSE.

FIRST YEAR CLASS—SECTION I.

Fall Term.	Winter Term.	Spring Term.
Grammar I.	Grammar II.	Physical Geography.
Mathematical Geogra- phy.	English Composition I.	Civics.
Physiology.	Arithmetic I.	Arithmetic II.
Reading I.	Music I.	Drawing I.

FIRST YEAR CLASS—SECTION II.

Civics.	Physical Geography.	Mathematical Geography.
Drawing I.	Reading I.	Music I.
Arithmetic I.	Arithmetic II.	Physiology.
Grammar I.	Grammar II. (Grammar I.)	English Composition I. (Grammar I and II.) (Arithmetic I.)

SECOND YEAR CLASS.

English Composition II.	Rhetoric.	Botany I or Zoology II.
Algebra I.	Algebra II.	Algebra III.
Zoology I or Literature I.	Zoology III or Botany III.	Pedagogy.
English History.	American History I.	American History II.
(English Composition I.)	(Algebra I.)	* Observation. (Algebra II.)

THIRD YEAR CLASS.

Training School Work.	Physics.	Physics.
Educational Psychology.	Drawing II.	Music II.
Literature I or Botany II.	Reading II.	Literature II.
(Algebra III.)	Geometry I.	Geometry II.
		School Management.

DEPARTMENT WORK IN DETAIL

CHILD-STUDY AND PSYCHOLOGY.

The work in Child-Study covers a period of one term and is given in each of the courses. Kirkpatrick's Fundamentals is the text book. Among the topics considered are mental and physical growth and development; the principal instincts, the self-preservative, social, imitative, play, curiosity, regulative, constructive, expressive; abnormalities and individuality. The text is supplemented by lectures and readings from a carefully selected list of authors.

This course is given each term of the year.

The second term's work—psychology—is taken in the fall term only of the senior year of the various advanced courses while the student is teaching in the Elementary School.

The principal problems raised during the first term are studied yet further and special problems are assigned to each pupil.

Much use is made of Thorndike's, Titchener's, James' and Hall's works.

SCHOOL MANAGEMENT, PEDAGOGY, OBSERVATION AND PRACTICE.

School Management and School Law.—These lines of work are taken up in this course: School hygiene including lighting, heating, ventilation, school furniture, postures and physical exercises, the care of the eye, and contagious diseases; some of the important principles of school law; and a series of conferences on some of the practical phases of school management, including the various relations of the teacher, the programme, school organization, school incentives, and the social aspects of the work.

Pedagogy.—This course and those grouped with it are intended to give the student some insight into educational theory and its application in the work of the school room.

Among the topics studied in the course in method are educational aims, ideals, motives, and forces; the relation of health, fatigue, growth, and development to schooling; play and playgrounds; moral and religious training; the recitation; and the organization and development of school subjects.

Observation.—This course is taken during the term immediately preceding the student's teaching in the Elementary School. It requires but forty-five minutes per day.

It is designed to give the student, first, some survey of the work of all of the grades; second, an opportunity to profit by listening to the teaching done by experts; third, time to make a detailed study of the work and to become acquainted with the children in the grade where he will teach during the following three months; fourth, an opportunity to see something of the relations of the work of this grade to that of other grades.

Teaching.—In immediate charge of each department of the Elementary School is an experienced principal. While retaining supervision, she gives each pupil-teacher full control of his room as soon as he shows himself competent. Time is taken daily by the principal and the pupil-teachers for planning work. The teacher is encouraged to be resourceful in meeting the problems of the school room and grounds, and is given such criticism and suggestion as may be needed. All of this work, with the preparation for it, requires much of the student's time. Hence it is not often advisable for a student to attempt to carry more than one subject in the normal department while he is engaged in teaching.

While a brief period of a few days or weeks may sometimes show the utter unfitness of some for the work of teaching, three months are generally necessary to give ample opportunity to judge of the teaching ability of the student. In some cases two terms of observation work may be required, or even two of teaching. This depends, however, on the ability of the individual student.

Special Addresses to the Graduating Classes.—Addresses are given each year by some of the city and county superintendents of southern Minnesota. These have been helpful to the school in getting in better touch with the state public school work, and to the students in obtaining a better understanding of the conditions for which they are preparing. Effort is made to bring before the students for brief or more elaborate addresses men and women who can instruct and inspire them.



FIELD WORK.



SCHOOL GARDEN.

ENGLISH.

The following outline does not aim at setting forth completely the work of the English department, but seeks merely to indicate the views held on the subject with hints as to the manner of carrying them into effect.

A. GRAMMAR.

There are two courses in grammar, one pursued during two terms, the other, a course in review and methods, during one term.

First Term.—This term's work consists mainly in getting a clear knowledge of the fundamentals of modern grammar by a rather close study of the text book, Buehler's Modern English Grammar, and by analysis of connected prose.

Second Term.—The work of the first term is used as the basis of more difficult analysis, a thorough study being made of Verbs. Methods of teaching the subject form an important part of the term's work.

Review and Methods.—This course consists in a clear and comprehensive review of grammar, with special reference to methods of teaching it. Barbour's History and Method of Teaching Grammar is used as a guide for the method work.

B. COMPOSITION-LITERATURE.

The general notion is that composition and literature are but two phases of the one subject, English, and that these should therefore be closely correlated in their presentation. It is maintained that each is best studied by the aid of the other; to this end a five-term course has been planned consisting of composition and literature. The needs of the various classes will determine the selections to be used from the literature suggested. This course constitutes the English requirement for the Three Years Elementary course, the Five Years English course adding to this work a term of theme writing and two terms of literature; while the Five Years Latin course omits two terms of the basal course and adds the two terms of literature.

Since the element of time is in no other subject of such vital importance as in composition, this subject measuring as it does the pupil's mental development, it is held that practice for two or three days a week continued through a long period, is of more value in acquiring habits of correct expression than even daily writing through one or two terms. The specific aim here is to enable the pupil to write concise, un-

adorned, forceful English upon all topics of the social and business world. The emphasis is gradually shifted as the pupil advances in the course from the composition side to the literature phase of the subject; at first it is composition for its own sake with literature incidental,—used for illustration and to furnish material for writing; by the time the end of the course is reached, however, these conditions have been reversed. In literature the effort is to arrange the course so that its presentation shall be a continuous illustration of the work being done in composition.

The main lines of work in this fundamental course are narration, description, exposition and argument. Much practice in theme writing is required upon subjects suggested by the literature studied or taken from it. The proportion of composition to literature will be at the outset about three to two. Themes are criticized and returned to the instructor, rewritten or revised. Spelling, punctuation, paragraphing, choice of words, and the like, receive systematic attention. The associated study of literature aims at the culture of the student.

In this composition-literature work the classics studied will be selected from the following list:

Narration.—Cooper's *The Last of the Mohicans*; Stevenson's *Treasure Island*; Dickens's *A Christmas Carol*; Scott's *The Lady of the Lake*, or *Marmion*; Narrative poems from Tennyson, Browning, Longfellow, Lowell and Arnold. Short stories selected from Hawthorne, Poe, Maupassant, Aldrich, Cable, Van Dyke, Hale, Harte, Garland, Kipling, etc.

Description.—Scenes from Milton's *L'Allegro*, *Il Penseroso*, and *Paradise Lost*; Arnold's *Sohrab and Rustum*; Goldsmith's *The Vicar of Wakefield*; George Eliot's *Silas Marner*; Scott's *Ivanhoe*, and *The Lady of the Lake*; Lowell's *The Vision of Sir Launfal*; chapter XVIII of Hawthorne's *The House of the Seven Gables*; Whittier's *Snow Bound*; Burroughs's *Pepacton*; some of the short stories of Poe and Hawthorne; Irving's *The Sketch Book*; Cooper's *The Last of the Mohicans*; descriptive passages from Coleridge's *The Ancient Mariner*.

The pupil may with profit describe scenes, situations, persons, and places suggested in his study of *The Merchant of Venice*, *Macbeth*, etc.

Exposition and Argument.—Essays from Macaulay, Bacon, Ruskin, Carlyle, Emerson, Addison's *Sir Roger de Coverley Papers*; Burke's *Speech on Conciliation*; Webster's *Reply to Hayne* or his *Bunker Hill Oration*; Warner's *Backlog Studies*; Curtis's *Prue and I*; Milton's *L'Allegro*, *Il Penseroso*, *Comus* and *Lycidas*; Lowell's *Commemoration Ode*; Wordsworth's *Ode on the Intimations of Immortality*, and other poems; some of Milton's *Sonnets* and *Odes*.

C. LITERATURE

The two courses in literature are a continuation of the courses in composition-literature. No course in the history of English Literature is offered, but frequent reference is made to the histories of Pancoast and others as the different authors and their masterpieces are studied. The aim of the work in these courses is to get the student to appreciate the best conceptions of the greatest minds and to create in them a love of literature for its own sake. The needs of the particular classes govern the choice of materials for study; selection will be made from the following list.

As the different forms of prose have been taken up in the composition-literature courses, the first course is devoted to poetry and the drama.

Selections from Chaucer, Milton's *Paradise Lost*, Burns, Shelley, Wordsworth and Shakespeare's *Macbeth*, *As You Like It*, and *Richard III*.

The main purpose of the second term's work is to make the student familiar with the material which is useful for work in the grades. Effort is made to bring the student to a clearer knowledge of the nature of literature and its relation to life in order to help him determine what he should aim at in teaching literature to the children in the elementary schools.

Classic myths, Norse mythology, and hero tales, such as the following, are studied: Homer's *Iliad*, Hawthorne's *Wonder Book*, Dryden's *Palamon and Arcite*, *The Cid*, Tennyson's *Idylls of the King*, Longfellow's *Hiawatha* and *Tales of a Wayside Inn*, the *Robin Hood Ballads*, and Macaulay's *Lays of Ancient Rome*.

READING

The course in Reading aims to develop the student's power of thought-getting and thought-giving. No mechanical methods are employed and no show work is done. The endeavor is made to develop power of concentrated thought that will stimulate the student's imagination and emotions, causing a spontaneous response in voice and body. The student is thus led by progressive steps through a natural development to express his thought and feeling through his own individuality. His literary taste is cultivated, his imagination strengthened, and his personal power developed.

Valuable selections are committed to memory, scenes from Shakespeare and other dramatists are given, and the arts of story-telling and sight-reading are not neglected.

Voice work and responsive work in gesture are given, some time being devoted daily to this kind of drill.

The course in methods, while it necessarily consists largely of drill in reading, includes also a presentation of the psychological principles upon which the teaching of expression is based and discussion of suitable reading material and supplementary reading for all grades, with story-telling and action work and the preparation and conducting of the reading lesson.

RHETORICAL WORK.

Rhetorical work of some kind is required of all students taking the two-year graduate course, and of students belonging to the senior, junior and third-year classes of the five-year courses, and the second and third-year classes of the elementary course. This work is open to students of any other classes who may desire to take it. The students of the classes named are divided into rhetorical classes which meet every other week.

LATIN.

The Latin course covers four years of daily recitation and prepares the student to enter the State University. The aim of the first year is to acquire a thorough familiarity with the inflections and syntax together with a large vocabulary. At the same time attention is given to the study of derivatives. In the three following years there are read four books of Caesar, six orations of Cicero and six books of Virgil. During the second and third years a part of the time is spent in writing idiomatic Latin prose based upon Caesar and Cicero. Instruction is also given in the history of the times and in the organization of the Roman army and the Roman republic as well as in other collateral points. Virgil's Aeneid is read as a beautiful example of Latin literature. The work on this author includes scansion and mythology.

HISTORY, POLITICAL AND SOCIAL SCIENCE

I. HISTORY.

The general aim is to present this subject so as to furnish material for the reason, cultivate the judgment, arouse the emotions and nerve the will. The following specific objects are kept constantly in view: (1) the selection of only such subjects for treatment as are most significant and vital; (2) the use of the best materials in text and library to illustrate these subjects; (3) the employment of such methods with the prospective teachers as will realize the greatest effectiveness in the public schools of the state.

A text is followed as a guide in each course, but liberal use is made of the library. Topics are assigned, readings required, and oral and written reports made. The student in reading, comparing, and reporting the views of different authors is ultimately compelled to think for himself. In this way the learner's mind is not only informed, but is also trained to correct habits of study and thought.

An attempt is made to bring certain phases of geography and government into proper relations with the work in history. The usual teaching devices are utilized. Outline maps are colored and charts examined and reproduced for the purpose of making the work as concrete and helpful as possible.

1. **Mediaeval and Modern History.**—A year's work is provided for students in the English course. The first term is given to the Mediaeval period; the remainder of the year to the Modern period. Students in the Latin course take the two terms which are devoted to the Modern period. Chief attention is given to feudalism, the empire and papacy, the new nations, the crusades, the renaissance, the reformation, the rise of Russia and Prussia, the struggle for colonial empire, the French Revolution and Europe since 1815, especially the formation of constitutional states based on nationality. Note is taken of the relation which European history sustains to the history of the New World, especially the United States.

2. **English History.**—Two leading purposes are held in view in the study of English history. The one is to acquaint the student with British national, political, social, industrial, and religious life, to cultivate a taste for English literature, and in general to lead to a comprehension of the growth of her institutions. The second purpose is to prepare the student for the intelligent study of early American history, as a right understanding of this history necessitates a pretty thorough knowledge of English institutions and customs.

3. **United States History.**—Particular attention is given to the steps leading to union, the formation and adoption of the constitution, the organization of the government, and the varying interpretations that have been given to the constitution by the different political parties.

Other subjects treated are internal improvements, tariff, finances, slavery, civil war, reconstruction, industrial development, suffrage, expansion, and foreign policies.

The work in this subject is so taught as to bear directly on the subject of civics.

4. **Review and Methods in History.**—In addition to a general review of United States history, it is the aim of this course to discover the educational value of history, its field, sources of information, selection and organization of facts, and the best method of teaching the subject. A good text on method in history is supplemented with references to the rich pedagogical literature of the subject which has appeared in magazines, journals and special reports during recent years. A course of historical study in the grades is discussed, the current text-books are examined and a suitable juvenile library is suggested.

5. **History of Education.**—The work includes something more than the study of the accounts, merely, of the different educational movements of the past. It requires some study of the theories behind these movements, a general view of the history of the development of culture, and of social and industrial institutions. The more purely historical part of the work is based largely upon Monroe's History of Education. Each student is required to make a somewhat extended and detailed report on some great educational movement.

II. POLITICAL AND SOCIAL SCIENCE.

1. **Civics.**—There are two courses in Civics, one for the students in the three-years elementary course; the other, a more advanced course, for students in the English, Latin and Advanced Graduate courses. This course correlates closely with Social Science.

Constant attention is given to our federal state with its dual government—commonwealth and general. To this end the separation of powers is pointed out and emphasized, and the three distinctive types of local government carefully examined. The government of Minnesota here receives attention.

Emphasis is given to what government is, what it can do, and how it performs its functions. An attempt is made to arouse a lively civic

conscience and to give a reasonable basis of knowledge for the statement that civic pride should reveal itself in the family, the school, the town, the city, the county, and the commonwealth, as well as in the United States.

Some practical lessons are given on parliamentary law in the Normal Senate. Visits are made to the United States District Court, State District Court, Municipal Court, and county and city offices for first-hand information. Forms used by different offices are collected, examined, and explained.

2. **Social Science.**—It is the object of the course to introduce the student to the structure of society, and to the forces that operate to develop or destroy social customs and institutions. The social function of the public school and the corresponding obligations of the teacher receive special attention.

GEOGRAPHY.

The memorizing of a multitude of unrelated facts of geography has slight educational values; hence the work is confined to a thorough study of a few types as concrete illustrations of general principles of teaching the subject. As geographic knowledge should not be remote from the student's experience, observational work, bringing in the casual relation, is emphasized as furnishing the only means of forming correct concepts of regions and conditions beyond the sense grasp. Attention is given to map interpretation, and field excursions are made as often as practicable. The topical method is used, and effort is made to make students independent in the use of reference books and other printed matter.

As a result of the great strides at present being made in the civilization of the nations man is drawing from all the world to provide for his wants, and this leads to increased attention to commercial geography, for the reason that commercial relations depend closely on the physical character of the different countries and the welfare of the people inhabiting them.

The course in geography includes:

1. Mathematical geography.
2. Physical and commercial geography.
3. Detailed study of North America as a type of continental studies.
4. Systematic weather observations including the making of charts.
5. Discussion of methods of presenting the subject in its different phases.

6. The collection of material, such as pictures, commercial products, magazine articles, pamphlets, etc., to aid in teaching.
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PHYSICAL SCIENCE.

Physics.—During their third year, three terms of Physics are required of students in the five-years courses and two term of those in the three-years course. The work is divided into three parts: (1) mechanics, given in the fall; (2) magnetism and electricity, in the winter; and (3) heat, light and sound, in the spring. The text, Millikan and Gale's First Course in Physics, is supplemented by laboratory work by the student. The laboratory exercises are designed to illustrate the principles studied in the text, and each exercise accompanies closely the study of the principle it is meant to illustrate.

The school has a good supply of apparatus for demonstrations and laboratory work. The class room has a demonstration table with gas and water conveniences. The laboratories are wired for the city electric current, making it possible to perform experiments in electricity and magnetism, and also to project experiments and illustrations on a screen by means of the projecting lantern.

The department library (in the general library) has many excellent reference books, and the reading table is supplied with such scientific papers as Popular Science Monthly, Science, Scientific American, Scientific American Supplement, School Science and Mathematics, and Popular Mechanics.

Chemistry.—Two terms are required in the junior year of the English course. The work includes general inorganic chemistry together with some qualitative analysis or organic chemistry. Newell's Descriptive Chemistry is used as a text-book and Hessler and Smith's Manual as a laboratory guide. The student spends three periods per week in the class room and at least two double periods per week in the laboratory.

Physiography.—One term is given to this subject in the fifth year of the English and Latin course and in the Advanced Graduate Course, designed to be an advanced course in the subject. A study is made of the various land forms with reference to their origin, and of the structural arrangement of the material of the earth. It is intended that the student shall become sufficiently familiar with the topographic map to be able to interpret it intelligently. As many field trips are taken as can be arranged. A study is made of the more common rocks. The normal school is well equipped with geological specimens and the



ASSEMBLY ROOM.



KINDERGARTEN ROOM.



surrounding bluffs afford excellent opportunities for the study of the subject. Salisbury's *Advanced Physiography* is used as a text, but it is supplemented with much reference work.

BIOLOGY.

The biological laboratory is well equipped with apparatus and materials. There are twenty-five compound microscopes and seventy individual lockers. The museum contains an excellent stock of working material and illustrative specimens. In connection with the laboratory is a photographic dark room. There is a large copying camera for ordinary photographic work and for making lantern slides. The department also has a large number of books and pamphlets, such as the Year-books of the U. S. Department of Agriculture, the U. S. Fish Commission Reports, the Smithsonian Reports, reports of the National Museum, and other government publications, which are of great use in the work of the department. The general library contains a good number of standard works in biology. The class room is provided with an electric projection lantern and a large number of lantern slides.

The aim of the courses in biology is to develop an interest in nature, to familiarize the student with typical plants and animals, to note their adaptations and relations; also largely to prepare the student for teaching nature study, physiology and geography in the grades.

It is the purpose in all of this work to secure habits of accuracy, both in thought and expression; to cultivate the powers of observation and deduction; and to evolve correct inferences from observed facts. Considerable emphasis is placed on the note book. Each student is expected to keep a daily record of all the practical work accomplished in the laboratory. This consists, chiefly, of careful notes and drawings prepared according to some approved scientific method.

BOTANY.

Two terms are required, in this subject, in the English course. Two terms may be elected in the Latin Course in place of two terms of zoology. In the Elementary Course, two terms may be elected instead of two terms of zoology under such a condition, the third term of biological science will be zoology. There are three terms or courses offered in botanical biology; for convenience, these are named Botany I, II and III. All courses are planned to present the fundamental principles of the science.

Botany I.—This course is offered in the spring term and consists of

a study of Morphology and Physiology of Flowering Plants. The point of view from which the subject is approached is indicated in the following outline: Structure of seeds; types of germination; food materials stored in seeds; typical seedlings including structure, movements and development; structure of roots with a study of the properties and functions of some of their cells; stems, buds and leaves—grass and microscopic anatomy; phyllotaxy and praefoliation; functions of leaves—photo synthesis, respiration, assimilation and transpiration; heliotropism and geotropism.

Botany II.—This course is offered in the fall and the first part of the term is a continuation of Botany I. The outline of the work is as follows: A study of a number of distinct types of floral organs of the higher seed plants; inflorescence in its various phases; pollination and fertilization; typical fruits.

The work, as outlined for the spring term, indicates that some time is assigned to simple experiments in physiological botany. Time permitting, this phase of the science will be developed further, in the fall.

The remainder of the term is devoted, chiefly, to that division of the subject known as ecology and economic botany. It includes a study of parasitic and carnivorous plants; how plants protect themselves from animals; distribution and propagation; social habits; ecological formations; botanical geography; mutation and variation; plant breeding.

Under certain conditions and especially if rapid progress has been made with the work in the spring term, Botany II may be varied and another course offered in its place. This will be the Morphology, Evolution and Natural Grouping of Plants and will include a careful study of the cryptogams. Representative types of the algae, bacteria, fungi, mosses and ferns will be considered.

If it seems profitable, either in the fall or spring, some time will be assigned to collecting and identifying plants. Directions will also be given for herbarium preparation.

Botany III.—This course is offered in the winter term. All students, who take one term of botany only, will enter this course. It has been organized with special reference to this. The work given in this term is modified to some degree from that offered in either of the other courses. It contains certain features of both Botany I and II.

The text books used in the botany courses are Atkinson's College Botany and Gray's Lessons. The laboratory guides are Mottier's and Clark's Manuals, Gray's Manual of Botany and Mart's Student Guide. This work is supplemented by assigned readings, reports and informal lectures.

The time required in the theoretical work is from three to five per-

iods each week. The laboratory requirement is two consecutive hours two days each week. Field lessons and personal out door observations are also required.

ZOOLOGY.

Two terms are required in the English Course. In the Latin Course, two terms may be elected instead of two terms of botany. Two terms may be elected in the Elementary Course, in place of two terms of botany—such being the case, the third term of biological science will be botany. As in botany, there are three terms or courses offered in zoological biology—Zoology I, II and III. These courses present the elementary principles of the subject.

Zoology I.—This course is offered in the fall term and is chiefly a study of invertebrate types of animal structure. Forms are selected from the protozoans, porifera, coelenterates, echinoderms, vermes, mollusks and arthropodes. Special attention is given to the following subjects: Animal relationships; adaptation to environment; origin of species; economic zoology with reference to insects.

Zoology II.—This course is given in the spring term and consists mainly of a comparative study of vertebrates. Emphasis is placed on type forms from the groups pisces, amphibia, reptilia, aves and mammalia. This work is especially valuable to those students who expect to teach physiology, because of the attention given to anatomy, both skeletal and muscular, and physiological function. Classification, geographical distribution, development and economic importance are considered.

Zoology III.—This course comes in the winter term. It has been organized especially for those who are required to take one term of zoology only. Such students will enter this course. The work will be unlike that offered in the fall and spring. It will be adapted to the needs of those taking the course.

The text books used in the zoology courses are Linville and Kelly's General Zoology and Parker and Haswell's Zoology. The laboratory guides are Pratt's Invertebrates, Needham's Laboratory Guide, and Jordan's Manual of Vertebrates. Thesis work, assigned readings, reports and informal lectures also have their place during the year.

The theoretical portion of the work requires from three to five periods each week. Students are required to be present in the laboratory two consecutive hours two days each week. A certain amount of field work is also required.

PHYSIOLOGY.

This course is offered each term of the school year. One term is required in the Latin, English and Elementary Courses. The course attempts to present the more important fundamental phases of the subject. It also purposes that students will obtain sufficient knowledge of the human body as will help them to take better care of their own health. It also plans to give sufficient knowledge of hygiene as will be useful to teachers in the schools of the state.

The practical part of the work is carried on in the laboratory. Much emphasis is placed on this phase of the work. Some knowledge of physics and chemistry is an absolute necessity if physiology is to be studied intelligently. Therefore the earlier part of the course deals with some of the fundamental principles of the physical sciences and their bearing upon physiology. Special attention is devoted to the structure and function of the organs of circulation; also to the structure and functions of the digestive system and its relation to the lymphatic and circulatory systems. Tests are made of different kinds of foods. These are also studied with special reference to their nutritive properties. Artificial digestion receives considerable attention. This is demonstrated in test tubes and includes carbohydrates, proteids, fats and mineral matters.

The theoretical work is based on Martin's *The Human Body*, supplemented by readings, reports and informal lectures. The practical work follows, in a general way, the outline in Peabody's laboratory manual.

The time required for the theoretical part of the work is from three to five periods each week. The laboratory work requires two consecutive hours two days each week.

The department is provided with models, skeletons, charts and preserved material.

ELEMENTARY SCIENCE OR NATURE STUDY.

The aim of this course is to indicate to the future teacher such matter as is suitable for nature study in schools, and to give the methods of presenting the same in different grades.

The educational value of nature study is discussed in this course. Matter for lessons is suggested and arranged according to the grade requirements, and according to the seasons. Useful hints are given on

collecting and preserving material for illustration. Supplementary nature literature is examined and discussed. A list of the best nature books is given. The nature work in the Elementary School is observed, and students are required to plan and present model lessons.

The student not only studies the methods of teaching nature study, but also studies nature itself. He is required to collect insects, flowers, weeds, grasses, minerals, etc., and to study them. The object of this is to get the student to make personal observations rather than to obtain his information from books. The student makes outdoor observations on bird and other animal life, studies of trees, field study of geological features, etc. The naturalist's rather than the laboratory method is employed in this work.

THE MUSEUM

The museum is a very necessary accompaniment to the work in geography, geology, biology, physiology, chemistry, and nature study. The school has a very good one. It contains several hundred mounted birds, several hundred bird skins, a series of the commoner mammals of the state, a fair collection of amphibians and reptiles, several thousand specimens of fishes, a good collection of invertebrates, herbarium specimens, and other plant material, a large collection of minerals and a representative series of Minnesota rocks, a fine collection of Philippine corals, and numerous fossils. The museum is located in a large, well lighted room on the third floor between the departments of biology and physical science, which is a very convenient arrangement.

MATHEMATICS.

Arithmetic.—In the English and Latin courses two terms are given to this branch of mathematics in the third year. In the Graduate courses one term is given. Thus arithmetic is not taken until the completion of both algebra and geometry, giving the student opportunity to investigate the subject in a broad way with all the aid the higher branches bring to such a review. While the work consists of the subject-matter in a large degree, yet the best way to teach the subject is kept constantly in mind.

In the Elementary course this subject is taken during the first year.

Algebra.—Three terms are given to algebra. The first term's work extends to simple simultaneous equations, the second to quadratics.

The third is spent on the remaining topics and a careful review of the entire subject. Special attention is given to factoring, the formation and use of algebraic formulas, and the nature and solution of the equation.

Durell and Robbins's *Elements of Algebra* is the text book used.

Geometry.—Two terms are given to plane and one to solid geometry. It is the aim of the work to train the pupil to think and reason for himself, to grasp and prove any simple geometrical truth, and to give clear and definite expression to his thought. Much time is spent on the theorems and problems for original work.

Shutts's *Geometry* is the text book in the hands of the pupils.

MUSIC.

The work in this department has for its direct object the preparation of our students to teach music in the public schools. In the English and Elementary courses one term is given to the theory of music in the first year and one term to theory and methods in the second year.

Theory of music, as represented in the first term's work, deals with elementary musical instruction, including voice-placing, tone-production, ear-training, and sight-reading. The work of the second term in theory and methods involves the subjects of the first term's instruction from the standpoint of a teacher. The best methods of teaching music in the public schools are taught with observation and practice in the Elementary School under the supervision of the music teacher. Daily drill is given in chorus work, attendance at the chorus period being required of the entire student body excepting those who are serving as pupil-teachers.

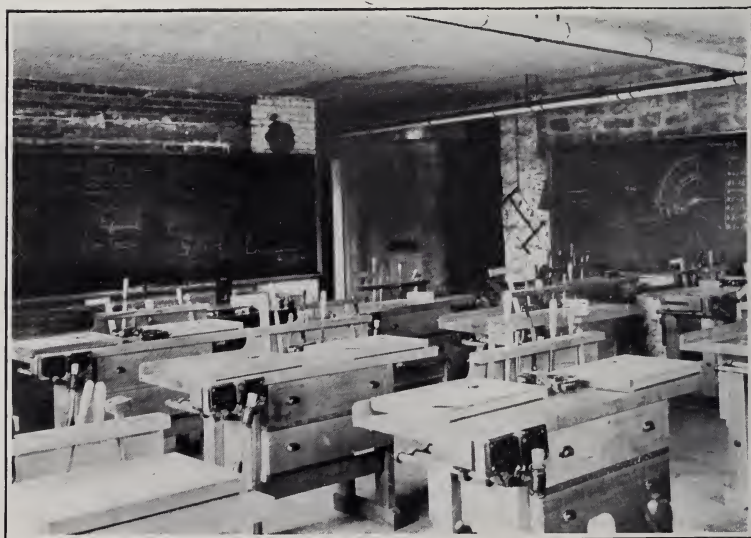
The Glee Club is among the most successful and popular organizations of the school. It serves as a goal for the ambitious talent of the class room, and lends itself strongly to the social element of school life.

DRAWING.

The course in Drawing has been planned to give the students a knowledge of the different lines of the subject adaptable to school work, with the best methods of presentation and development. It is the aim to give a thorough drill in outline drawing during the first term's work that the fundamental principles may be established; to familiarize the



SEWING ROOM.



MANUAL TRAINING SHOP.

students with the characteristics of the art of the ancients and with the work of modern painters.

The second term includes work in perspective, mechanical drawing, design, color, charcoal, figure and out-of-door sketching.

Advanced work is given to students desiring further study or for the benefit of those who may wish to make a specialty of drawing.

During the term of teaching in the Elementary School practice is given either in teaching drawing or in assisting, under the direct supervision of the art instructor.

MANUAL TRAINING.

Convenient rooms, well lighted and ventilated, have been equipped with the best tools and benches suitable for shop work.

Students in the five-years courses give an hour daily during two terms to shop work; those in the two-years graduate courses an hour daily during one term. Their work includes the study, care and use of tools and materials, simple designing, chip carving, whittling, mechanical drawing and wood and art metal work, such as will meet the needs of the schools of the state. Classes are organized as needed in weaving and basketry.

The adaptation of the work to the mental and physical ability of children is given especial attention.

Sewing.—A special teacher of sewing is employed and all the girls of the sixth, seventh and eighth grades receive regular training. Instruction in sewing is also given to all the seniors of the normal school who desire it and very many of them are able to teach sewing in the schools.

PHYSICAL CULTURE.

The recognized importance of physical culture in the minds of educators makes the subject necessary to every teacher. A healthy body and a knowledge of the laws of physical education enable the teacher to stand for unified development of body and mind.

The course consists of exercises from the Emerson, Swedish, and

German systems. Students are drilled in military tactics, fancy steps, and exercises with dumb bells, Indian clubs, bar bells, wands and bounding balls. Classes in methods are given including talks on hygiene, the underlying principles of physical culture, and on graded exercises, marches and games suitable for use in public schools. Pupil teachers are required to teach this subject during their work in the Elementary School.

Each young woman is required to have a gymnasium suit, consisting of a loose waist and divided skirt gathered at the knees. Shoes must be low and without heels.

The young men of the school play interscholastic games of foot ball, basket ball, and base ball in season. Teams in basket ball and indoor base ball are organized for the young women.

The new Gymnasium to be completed in the fall of 1908 will afford the best facilities for this work. It will contain a fine basket-ball court with galleries, necessary apparatus, baths and lockers.

KINDERGARTEN GRADUATE COURSE.

FOR THE TRAINING OF KINDERGARTEN AND PRIMARY TEACHERS.

While the kindergarten course has been planned solely with the idea of giving the most effective preparation for teaching young children, it is as it now stands an adaptation of the regular advanced graduate course to the needs of kindergarten and primary teachers.

The Kindergarten is rapidly taking its place as an integral part of the public school system, and the necessity for breadth of view and a sympathetic understanding upon the part of its teachers of the work all along the line makes it advisable to unify the course of training whenever possible. The review and method work in the common branches has been omitted as being less essential to the teacher in early grades than special training in the handling of all that forms a part of the kindergarten and primary curriculum. The work in psychology, sociology, literature, nature study, music, drawing, reading and manual training is the same in both courses.

Knowledge of kindergarten principles, methods and materials is now recognized as indispensable in the equipment of a first class primary teacher, and the aim has been to impart this without in any way lessening the amount of strictly primary training. The direct preparation for work in the primary grades is acquired through observation and



CONFLUENCE OF BLUE EARTH AND MINNESOTA RIVERS.



MINNEOPA FALLS.

teaching in that department, but a most natural and helpful foundation is laid for this in the intimate acquaintance with children gained in the kindergarten and in the knowledge acquired concerning the instincts, impulses and interests which are dominant in the early stages, and of the way in which these may be utilized in the process of education.

A year's study of educational principles which not only apply to the kindergarten but underlie every phase of modern education contributes largely to the understanding and efficiency of the student.

The special training in the use of materials occupying a place in kindergarten and primary grades; the acquaintance with children's literature and the knowledge of how to present it gained in the story-telling course and in actual work with the children; the study of the educational uses of play and games; rhythm and music are all strongly emphasized and help greatly to qualify the student for the work in view. The longer time devoted to practice teaching under close supervision gives her an opportunity to develop along lines of strength and to overcome weaknesses which might otherwise stand in the way of her success. The increasing demand for kindergartners and for primary teachers with a kindergarten training has made this department a popular one.

The requirements for admission are the same as for the other advanced graduate course (see page ten). The course may be begun at the opening of any term. It covers a period of two years (six terms), and the diploma becomes a life certificate when endorsed after two years of successful teaching. Graduates of normal schools, except from the three years elementary course, will be able to complete the work in less than the regular time.

The tuition fee is \$10.00 per term.

THE ELEMENTARY SCHOOL

The Legislature has appropriated \$65,000 for a new Model School and Gymnasium to be completed in the fall of 1908. This will give the best facilities and equipment for the work of the Elementary School.

This department, with about three hundred and fifty children enrolled, includes grades from the kindergarten to the eighth and review grades. The school is organized in four groups, the kindergarten, the primary, the intermediate, and the grammar. In immediate charge are the director and four principals with four assistants, all equipped for their duties by long experience and special training. These instructors supervise and direct the teaching done by the students of the Normal Department and teach a number of classes daily.

Each student before teaching has done, in addition to his academic work and the review of the common branches, at least a term's work in psychology, one in the theory of education, and one in the direct observation of the teaching done by the regular staff and in the discussion of the recitation. This gives the pupil-teacher a substantial basis for his school-room work, viz.: a working knowledge, first, of children; second, of the best current theory of the work of a school and of the relations of each part of this work to the whole; third, an immediate knowledge of the work in the grades in the building and of the work to be taken up when he teaches, as well as an acquaintance with the children to be entrusted to his care.

The continuity of the work of the school is carefully preserved by the supervision of the director, the principals and the assistants. Each pupil-teacher is required after a general outline is given to plan the work daily in detail and to submit these plans for criticism and amendment. The instructors are sympathetic and tactful and give counsel as needed, and the greater part of the teaching is in the presence of some one of them. The quality of the teaching is not allowed to deteriorate; careless work is not permitted; enthusiasm, freshness, vigor and high ideals characterize the work done by the pupil-teachers, whose training makes them effective and desirable teachers.

The course of study makes it possible to take advantage of the best current ideas on education. Personal attention is given to children deficient in one or more subjects. The children have access daily to a library on their floor. This library contains 8,000 volumes, including a large number carefully selected for children. The best text-books are furnished at a nominal rental. Tuition is free below the fifth grade.

Among the special advantages of the school may be mentioned the following:

1. **Sewing.**—A scientific course in sewing is given to the girls of the school from the fifth to the eighth grades, inclusive.

This gives a practical knowledge of the principles of plain sewing, including drafting and the fitting and making of garments. The different kinds of stitches, hems, seams, patching, darning, mending, making buttons holes, and the sewing on of fastenings are taught first. Then follows the application of these in various ways.

The importance of this subject is seen at once when it is realized that only one girl in four has obtained any knowledge of such work in the home training.

2. **Industrial Work.**—This is a special feature of the primary department, but all of the children receive two or more lessons each week with tools, or in the simple household or commercial industries. For children in the grades manual training and domestic economy are as valuable for one child as another. More than any other school study they develop the power to plan for the accomplishment of a definite purpose, for the adaptation of ways and means to secure a desired result. This alone is a very important mental training and includes training in habits of accuracy, close observation and selection of facts bearing on the work in hand. Many school subjects relate to these fields, e. g., arithmetic, geography, art work, and language training. A knowledge of those tools likely to be of general service, together with facility in their use, is secured.

3. **Physical Culture.**—Much attention is given to this line of work. It is not meant to undervalue the recess, but to supervise it and supplement it by systematic training suited to the age and development of each child.

Since first impressions are very lasting, generally the most lasting, and it is very difficult to undo the results of wrong beginnings, the school has a most important problem and duty in starting children aright in each line of school work. This most difficult problem receives special attention.

While the management of the school does not question the value of the mastery by the children of the ordinary school processes and subject matter, we believe that these should find a place in relation to the larger ideals of the school. Among these ideals we give prominent place to the following: The school should lead and develop the children's activity, and train them in accurate thinking, and in accomplishing this the instincts and interests of the children should be utilized and there should be afforded them suitable opportunities for the exercise of ingenuity, invention and expression; individuality, power of initiative and co-operation should have a place; health and self-control should be part

of the general result of the school course; suitable to each child's stage of growth and development should be given an acquaintance with art, literature, science, mathematics, and history and an abiding interest in them, together with high ideals for moral, religious and intellectual growth.

GENERAL INFORMATION

THE LIBRARY.

The school is justly proud of its beautiful library room occupying an entire wing on the first floor. Light, heat, ventilation and adaptability to the special purpose in view have been prime considerations in its construction and the result is both practical and pleasing.

The number of volumes in the library is about 12,000. The Dewey decimal system of classification is in use and a dictionary card catalogue makes the books easily available to readers.

A carefully chosen library for the children of the model school occupies a pleasant room adjoining the main library thus affording to all students the opportunity to become familiar with the best literature for children.

A collection of 700 mounted pictures illustrating various subjects in the school course has been classified and catalogued and is a valuable addition to the equipment.

Students have free access to the shelves. The topical method of study which is generally used in the several departments of instruction requires a large amount of reference work. In this way students are trained under the supervision and with the assistance of an experienced librarian to know and use books. The librarian will meet all new students as often as may seem necessary, to give them a working knowledge of the library as early in the year as possible. Some instruction is also given by lectures on library methods and juvenile literature.

A good selection of current periodical literature, both professional and general, is provided. An excellent opportunity is thus afforded the students to inform themselves upon current affairs and gain the wide general knowledge that is necessary for the successful teacher.

SOCIETIES.

There are two literary societies, the Searing Society and the Phillips Society. These societies meet four times each term and present programmes of value from a literary standpoint. They serve to awaken and keep alive a keen interest in expression, oratory, debate and dramatic work, and to develop the power of the student in these directions.

For the young men of the school there is also the Normal Senate which meets every other week. It is modeled after the upper house of Congress. In this organization the members assume the names of different United States senators, discuss public measures and frame and pass bills, following as nearly as possible the usages of the United States Senate.

All of these societies offer the student an opportunity to prepare for work in the Dramatic Club of the school, a justly popular organization which meets every other week. The club studies and presents each term one of Shakespeare's plays or a play from some other great dramatist and gives at least one play every year to the public. Membership in this club is considered an honor, and is a mark of good work and ability in the rhetorical work of the school.

RELIGIOUS INFLUENCE.

Students are required to be present at the opening devotional exercises each morning, unless excused, and are expected to attend on Sunday the church of their choice. The various churches of the city are especially cordial in welcoming them to their services and Sunday schools. Besides this a branch organization of the Young Women's Christian Association exists in the school. While no sectarian influence is found or allowed, the spirit and drift of the school are distinctly toward the Christian ideals of faith and conduct.

DISCIPLINE.

The discipline of the school is such as befits an institution for the training of teachers. While it is thorough, it is based upon but few rules, and those only which must commend themselves to the judgment of all good students. Self-control, as the essential preparation for controlling others, and orderly, quiet, studious habits for individual and common benefit are asked from all. Those who are indisposed to respect its regulations are not desired in the school. The pupil whose conduct is a source of persistent annoyance and disorder will be promptly dismissed.

EXPENSES.

Tuition is free to all students admitted into any of the classes of the Normal Department (except the Kindergarten training classes) pro-

vided they sign a pledge to teach two years in the public schools of the state, and to report semi-annually to the president until the pledge is fulfilled. Persons not willing so to pledge themselves may be received into the above classes on the payment of a tuition fee of \$10 per term in advance, one-half payable at the beginning and the other at the middle of the term. The tuition fee in the Kindergarten training class is \$10 per term.

The ordinary price of board, including furnished room, light, and heat, is \$3.50 per week. Those desiring to board themselves can obtain rooms at very reasonable rates. This mode of economizing, however, cannot be recommended, as experience has generally shown it to be conducive neither to health nor to scholarship.

New students on arriving in the city should come directly to the office of the president, where they will be furnished with a list of the boarding houses and rooms from which they can make selection. Such lists cannot be sent upon application by letter, as it is desirable that the students make their own choice after personal inspection.

The price of unfurnished rooms is from \$2.50 to \$4 per month, according to size, location, conveniences, etc. Furnished rooms cost from \$5 to \$8 per month, according to location and excellence. Two students usually occupy a room.

All necessary text books can be rented from the school; the fee is \$1.50 per term, which insures the privilege of the reference and miscellaneous library. Books from the latter are loaned to pupils for two weeks. Students are advised to bring for purposes of reference such text books as they may have. Those who prefer to purchase the text books can obtain them at the school at wholesale prices.

In the Elementary School the tuition is 25 cents per week in the fifth and sixth grades, and 30 cents in the seventh and eighth grades and in the review class. In each grade all needed text books are furnished, for which there is a rental fee of 25 cents per term in the fifth and sixth grades, and 35 cents per term in the seventh and eighth grades, and in the review class. Books are free in all other grades.

THE MANKATONIAN

The Mankatonian is an illustrated monthly magazine, edited and published by the students of the Normal School. It reflects the life of the school and is well sustained.

CLASS MEMORIALS.

For some years it has been the pleasant custom of the graduating classes to present to the school at their departure memorials which might remain to testify of their regard for their Alma Mater. The earliest classes planted memorial trees, but when space in the grounds was filled works of art were selected as shown by the following list:

Class of 1899—An urn, carved from Mankato limestone, for the school lawn.

Class of 1890—A large etching for the library.

Class of 1891—A library clock.

Class of 1892—A silk flag, draped over the assembly room.

Class of 1893—A statute of Minerva, of heroic size.

Class of 1895—Statue of Hebe and of Winged Victory.

Class of 1896—A statue of Apollo Belvedere.

Class of 1897—A statue of Venus of Milo.

Class of 1898—A statue of Diana and the Stag.

Class of 1899—Joined with the faculty and alumni in presenting to the school a bronze portrait bust of the late President Searing.

Class of 1900—A fine copy of Sewell's mural painting, "The Canterbury Pilgrims."

Classes of 1901, 1902, 1903, 1905, 1906, 1907, and 1908—Beautiful stained glass windows for the assembly room.

NORMAL SCHOOL DIPLOMAS AS STATE CERTIFICATES.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state under the following provisions:

(1) A diploma of one of the State Normal Schools is made a temporary state certificate of the first grade for the two years of actual teaching service required by the normal student's pledge.

(2) After two years of service the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement

will make the elementary diploma a state certificate for five years, and the advanced diploma a state certificate for life.

By a recent action the State Superintendent of Public Instruction is authorized to accept standings from the State Normal Schools in subjects prescribed for teachers' certificates under such conditions as he may establish.

CONDITIONS OF ENDORSEMENT.

(1) While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

(2) After the completion of two years of service, application for endorsement may be made to the respective Normal Schools with a fee of one dollar. The applicant should see that complete reports of service have been made in accordance with the student-teacher's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank forms of testimonials may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the normal school presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

TO SUPERINTENDENTS AND OTHER SCHOOL OFFICERS.

These officers are expected to feel a special interest in the State Normal School. They can materially aid the cause of public education by sending thereto, through suggestion, encouragement or information, such young people as they believe particularly qualified by nature for the work of teaching. Only those who have sound health and good mental endowment should be directed to the school.

In turn, the school is fully aware of its duty to school officers, and will endeavor to perform it to the best of its ability. The president will cheerfully aid, as far as practicable, superintendents and other officers in securing good teachers. Great care will be taken in recom-

mending a teacher for a given position, provided full particulars of requirements are given. General letters of recommendation are no longer granted to graduates. Personal letters to school officers, detailing the merits and defects (if any) of an applicant, will be sent on application.

CORRESPONDENCE.

All letters of inquiry and requests for catalogues should be addressed to

CHARLES H. COOPER, President,
Mankato, Minn.

STUDENTS—THE NORMAL SCHOOL

GRADUATE COURSES.

SENIOR GRADUATE CLASS.

Lina Mathilda Dahl.	Faribault
Amy Ruth Darling,	Worthington.
Emma Isabelle Ferguson,	Worthington.
Grace Findley,	Brownstown, Ind.
Idah Martineau Grey,	Minneapolis.
Fannie Mae Hinricks,	Worthington.
Melvin Oscar Lokensgard,	Madison.
Susan Cecilia McGrath,	Rushford.
Myrtle Janice Ostberg,	St. Paul.
Horace Felix Payant,	Faribault.
Mabel Lydia Remund,	Waseca.
Hertha Valentina Rink,	St. Paul.
Rosa Christine Sather,	Worthington.
Ethel Sherin,	Mankato.
Samuel George Smith Jr.,	St. Paul.
Winnifred Teresa Smith,	Fairmont.
Nettie Irene Van Aernam,	Amboy.
Helen Weed.	Mankato.
Frances Vincennie Young,	Mankato.

JUNIOR GRADUATE CLASS.

Emma Regina Bjonerud,	Conover, Iowa.
Freda Alice Bruder,	Wells.
Mary Frances Buswell,	Blue Earth.
Stella Maude Carnes,	Winthrop.
Franklin Charles Clapp,	Mankato.
Josephine Ellingson,	Kenyon.
Idaline Fontaine,	Minneapolis.
Julia Marcia Haseltine,	Minneapolis.
Coletta Mary Janda.	Mankato.
Lottie Mae Jones,	Cashton, Wis.
Myrtle Birdelle Lee,	Brookings, S. D.
Elizabeth Mott,	Mankato.
Anna Roberta O'Keefe,	Elysian.
Harry John Palmer,	Sleepy Eye.
Ethel Payton,	Slayton.
Winifred Peck,	Shakopee.
Mabel Rinaldo,	St. Paul.

Mabelle Ellis Severson,
 Joy Sherin,
 Helen Sullivan,
 Elsie Elizabeth Wagner,
 Winifred Watson,
 Frieda Marie Wiegand,
 Ella May Young,
 Phoebe Juanita Young,

Brookings, S. D.
 Mankato.
 Springfield.
 New Richland.
 Winnebago.
 Janesville.
 Mankato.
 Mankato.

SENIOR KINDERGARTEN TRAINING CLASS.

Stella Mae Chapman,
 Ora E. Dickson,
 Cora Ennes,
 Jennie Agnes Gray,
 Catherine Derina Guthrie,
 Mary Ann Janda,
 Edith Esther Lewis,
 Agnes Bergetta Peterson,
 Marian Victoria Sharpe,
 Mabel Gertrude Thompson,
 Nellie Marie Widell,

Royalton.
 Springfield.
 Mankato.
 Farmington.
 Blooming Prairie.
 Mankato.
 Cannon Falls.
 Sleepy Eye.
 Chicago, Ill.
 Sioux Falls, S. D.
 Mankato.

JUNIOR KINDERGARTEN TRAINING CLASS.

Lulu Mae Corliss,
 Agnes Cecilia Coveny,
 Huldah Erickson,
 Mary Estelle Gray,
 Eleanor Harroun,
 Minda Caroline Johnson,
 Martha Miriam Larson,
 Rena Kellogg Lindsley,
 Helen Elizabeth MacSeveny,
 Cecile Ruth Miller,
 Bertha Mae Penhale,
 Zoe Gladys Seger,
 Agnes Sunwall,

Abbotsford, Wis.
 Minneapolis.
 Sacred Heart.
 Bigelow.
 Luverne.
 Mankato.
 Centerville, S. D.
 Owatonna.
 Morton.
 Waseca.
 Mankato.
 Winnebago.
 Minneapolis.

ELEMENTARY GRADUATE CLASS.

Louella May Addy,
 Bessie M. Allen,
 Mabel Cecilia Alworth,
 Lyda Amundson,
 Anna E. Anderson,
 Mabel Mildred Austin,
 Muriel Joy Beach,
 Emily Elizabeth Beadle,
 Harriet Beadle,
 Ella A. Becking,
 Ruth Clarissa Berg,
 Edith Maria Bergquist,

Fulda.
 Canby.
 Mankato.
 St. Peter.
 Alpha.
 Madelia.
 Litchfield.
 Cresco, Iowa.
 Cresco, Iowa.
 Fairmont.
 Granite Falls.
 Winthrop.

Cora Grace Bjore,
 Oliva Bjorklund,
 Julia Caroline Blumenkamper,
 Edna Bottomley,
 Anna Boucher,
 Austa Eliabeth Boys,
 Louise M. Breher,
 Rose Kathryn Breher,
 Lillian Margaret Brophy,
 Clara Bergetta Brusletten,
 Grace E. Bumby,
 Matie Callahan,
 Ella Carr,
 Alma Eneta Christensen,
 Georgia Elva Cluxton,
 Hannorah Violet Coleman,
 Marion Conrad,
 Mae Angela Coughlin,
 Laura Ada Cragun,
 Ellen Esther Crowe,
 Alice Cunningham,
 Anna Myrtis Currer,
 Anna Maria Dahl,
 Esther Marie DeGreef,
 Ella Katherine Delaney,
 Delya Evelyn Donnelly,
 Fred W. Dorow,
 Esther Dougherty,
 Mary Louise Downie,
 Vera Lillian Drake,
 Rose Maria Endres,
 Alice Laura Ericson,
 Anna Erickson,
 Joyce E. Fiero,
 Jessie Elizabeth Finley,
 Cecilia Fitzgerald,
 Margaret Fitzpatrick,
 Mary Fitzpatrick,
 Marie Frances Fletcher,
 Rachel Ann Fosdick,
 Palma Ida Gausemel,
 Elmedia Gloria Giere,
 Thea Mathilda Gilbertson,
 Rose E. Gilday,
 Fred J. Grupe,
 Evelyn Aileen Guthrie,
 Ida Florence Hall,
 Sadie Hall,
 Ellen Charlotte Hanks,
 Louisa Elmira Harding,
 Frances Caroline Haubrich,
 Angie Lutheræ Hawley,

Walnut Grove.
 Meriden, Iowa.
 Madelia.
 Winnebago.
 Waseca.
 St. Peter.
 Owatonna.
 Owatonna.
 Underwood, N. D.
 Kenyon.
 St. James.
 Albert Lea.
 Blue Earth.
 Kasota.
 Mankato.
 Preston.
 Mapleton.
 Janesville.
 Jordan.
 Smith Mill.
 Faribault.
 Le Sueur.
 Canby.
 Big Stone, S. D.
 Edgerton.
 Minneapolis.
 Springfield.
 Mankato.
 Owatonna.
 Madelia.
 Faribault.
 Red Lake Falls.
 Kasson.
 Mankato.
 Janesville.
 Rochester.
 Jordan.
 Jordan.
 Farmington.
 Madelia.
 Kenyon.
 Kasson.
 New Richland.
 Janesville.
 Sherburn.
 Blooming Prairie.
 Colman, S. D.
 Winnebago.
 Elmore.
 Kinbrae.
 New Ulm.
 Faribault.

Henrietta Wilhelmina Heinrichs,
Lillian Evelyn Heleniak,
Anna Hiebert,
Gertrude Eloise Hill,
Elsie Ruth Hinchley,
Katherine Hogan,
Lillia Hognason,
Grace Ruth Hopp,
Mary Naomi Hopp,
Mabel Abigail Horr,
Anna Hoverson,
Millicent Fayette Howard,
Rena Althea Howard,
Elizabeth Mae Hughes,
Ada Hulce,
Florence Belle Huston,
Lillian Dagmar Jensen,
Matilda Katherine Jensen,
Agnes Christine Johnson,
Cora Grace Johnson,
Esther Mary Johnson,
Gena Josephine Johnson,
Grace Evangeline Johnson,
Laura Elvira Johnson,
Sadie Marie Johnson,
Elizabeth Jones,
Jennie Jones,
Mildred Amelia Jones,
Winnifred Florence Jones,
Mayme Elvene Jorgenson,
Emma Augusta Kakuschke,
Lucile May Keech,
Ethel Keefe,
Emma Mary Kennedy,
Clara Kernkamp,
Frances Claire King,
Jennie A. King,
Elisa C. Knoff,
Adeline Kohler,
Celecta Joy Lawrence,
Josephine Lawrence,
Grace Lillian Lewis,
Esther Emma Lindeman,
Edna May Little,
Anna Gertrude Lockrem,
Gracia Loehl,
Anna Louise Lohren,
Bessie Louer,
Alma Cecilia Lund,
Oletta Anna Lunde,
Sarah Catherine McAllister,
Julia Ann McCarty,

Milford, Iowa.
Henderson.
Cottonwood.
Lime Springs, Iowa.
Owatonna.
Waseca.
Minneota.
Welcome.
Welcome.
Pipestone.
Mapleton.
Wells.
Albert Lea.
Mankato.
Elmore.
Pipestone.
Redwood Falls.
Redwood Falls.
Rushford.
New Ulm.
St. Peter.
Lake Crystal.
New Ulm.
Cannon Falls.
Kasota.
Pipestone.
Pipestone.
Adrian.
Adrian.
Wells.
Waseca.
Madelia.
Merton.
Montgomery.
Newport.
Eagle Lake.
Eagle Lake.
Mankato.
Norwood.
Brownsdale.
Mankato.
Warren.
North Redwood.
Elmore.
Northfield.
St. Peter.
Waseca.
Amboy.
Gibbon.
Madelia.
Slayton.
Good Thunder.

Edna Margaret McConnell,
 Kate McDermott,
 Agnes Theresa McNamara,
 Ellen Louise McNamara,
 Mary Elizabeth Madden,
 Lida Mason Martin,
 Alma Leona Mayer,
 Marian Mead,
 Elsa Alma Meister,
 Clarissa A. Miller,
 Mattie Ellen Minor,
 Nellie Iona Minor,
 Ida Victoria Monson,
 Verna Moonan,
 Katherine Morris,
 Hannah Evelyn Mountin,
 Agnes Elsie Murphy,
 Emma Lucile Murphy,
 May Louise Murphy,
 Clara Alice Neidt,
 Mabel Bertine Nordstrom,
 Elsie Otterson,
 Luella Overn,
 Effie Gertrude Owens,
 Florence H. Parker,
 Mary Caroline Parker,
 Pearl Mae Parks,
 Flora McDonald Patten,
 Jennie June Peabody,
 Ruth Helena Peterson,
 Hilda Frances Peuser,
 Evalyn Adelaide Powers,
 Elizabeth Anna Price,
 Mabel Alice Price,
 Sadie May Quamme,
 Rosa Elizabeth Quast,
 Edna Grace Rabe,
 Clara Louise Radichel,
 Gladys Jane Randall,
 Laura Frances Remund,
 Adolphine Riechel,
 Cora Belle Riechel,
 Isabelle May Riley,
 Jeanie Thompson Ritchie,
 Hilda Frances Roeder,
 Olga Marie Ronning,
 Alice Victoria Roots,
 Emma Rosina Rost,
 Bertha Ruemke,
 Mary Gertrude Ryan,
 Eva Gertrude Sager,
 Marion J. Salisbury,

Le Sneur.
 Waseca.
 Madelia.
 Madelia.
 Waseca.
 Windom.
 New Ulm.
 Pontiac, Ill.
 Kasota.
 Waseca.
 Litchfield.
 Litchfield.
 Gibbon.
 Janesville.
 Minneapolis.
 Good Thunder.
 Huntley.
 St. Paul.
 St. Paul.
 Waseca.
 Sacred Heart.
 Jackson.
 Albert Lea.
 Chariton, Iowa.
 Faribault.
 Mankato.
 Amboy.
 Le Sueur.
 Redwood Falls.
 Kasota.
 New Ulm.
 Granite Falls.
 Le Roy.
 Fulda.
 Kenyon.
 Janesville.
 Blue Earth.
 Lake Crystal.
 Owatonna.
 New Ulm.
 Faribault.
 Faribault.
 Lake Crystal.
 Cannon Falls.
 St. Peter.
 Montevideo.
 Farmington.
 St. Peter.
 New Ulm.
 Cannon Falls.
 Pipestone.
 Blakeley.

Lydia E. Schilling,
Lura Kathryn Schlingerman,
Gertrude A. Shea,
Olga Emelie Sherdal,
Agnes E. Smith,
Gertrude Alice Smith,
Margaret Anne Smith,
Jennie Marie Sommerstad,
Rosalie Cora Stevens,
Bernice Edrie Stowe,
Lettie Louise Stowe,
Alma Strate,
Effie Swan,
Anna Charlotte Swenson,
Hileve Marie Swenson,
Edythe Mae Thompson,
Lois Thompson,
Vera Mae Tollerscn,
Marie Magdalena Tolzman,
Mayme Kathryn Townsend,
Elsie Milicent Trimby,
Inez M. Tupper,
Clare Virginia Turner,
Milena Vanasek,
Martha Maria Waldren,
Bertilde S. Walsh,
Alice Neosha Weber,
Mary Victoria Webster,
Lura Beryl Wells,
Clara Katherine Wentker,
Nellie E. Wilcox,
Libbie Williams,
Rena Sessions Willoughby,
Agnes Sophia Witte,
Marie Ellen Wood,
Lennie Iduma Woodrow,
Lottie Young,
Kathryn Luverne Zeney,
Mary Loraine Zeney,
Anna Filomena Zoch,

New Ulm.
Mapleton.
Le Sueur.
Granite Falls.
Madison Lake.
Waseca.
St. Peter.
New Richland.
Janesville.
Fairmont.
Fairmont.
St. Paul.
Garden City.
Kasota.
Kasota.
Granite Falls.
Kasota.
Madelia.
Redwood Falls.
Belle Plaine.
Faribault.
Comfrey.
Blue Earth.
New Prague.
Winnebago.
Albert Lea.
Le Sueur.
St. Peter.
Le Roy.
Henderson.
Montevideo.
Lake Crystal.
Ventura, Cal.
Waseca.
Lakefield.
Luverne.
Henderson.
Menomonie, Wis.
Menomonie, Wis.
Montgomery.

ACADEMIC—PROFESSIONAL COURSES

FIVE YEARS ADVANCED COURSE.

SENIOR CLASS.

Ella Belle Coe,	Mankato.
Clara Sophia Haugen,	Edgerton.
Ida Larson,	Twin Valley.
Cora Skillings Linder,	Mankato.
Margaret Lloyd,	Mankato.
Helen Inez Loree,	Mankato.
Emma Catherine Mach,	New Prague.
Ellen Lillian Nitzkowski,	Mankato.
Helmina Nickolena Olson,	Mankato.
Robert Ellsworth Scott,	Mankato.
Emma Elva Vogel,	Mankato.
Mabel Clara Wildes,	Mankato.

JUNIOR CLASS.

Ava Althea Antoine,	Lake Crystal.
Julia Catherine Burns,	Mapleton.
Florence Gertrude Clare,	Mankato.
Pearl Cordon William Coon,	Mankato.
Joseph Earl Cummings,	Mankato.
Elizabeth Kellogg Dodds,	Mankato.
George D. Ericson,	New Ulm.
Edith Irene Fiero,	Mankato.
Lois Lucile Goodrich,	Mankato.
Ellen Marie Gustafson,	Mankato.
Eva Belle Harriman,	Mankato.
Hallie May Horswill,	Estelline, S. D.
Maude Corene Horswill,	Estelline, S. D.
Anna Lawrence,	Mankato.
Edna Belle McKinzie,	Mankato.
Florence Pine,	Madison Lake.
Susan Catharine Pine,	Madison Lake.
Josephine Riley,	Mankato.
Elvira Emilie Roust,	Mankato.
Minnie Wilma Schomkel,	Prior Lake.
Loren Andrew Swenson,	Mankato.
John Temple,	Mankato.
Lillie May Thomas,	Mankato.
Evelyn Clara Tyler,	Mankato.
Minnie Adele Ward,	Carver.
Margaret Constance Wolfe,	Mankato.

THIRD YEAR CLASS

Marjorie Bohan,	Mankato.
Margaret Morton Cowan,	Windom.
John Francis Crean,	Amboy.
Sophia Dalager,	St. James.
Jessie Rosamond Daniels,	Mankato.
Esther Jean Davis,	Mankato.
John Redden Everett,	Cleveland.
Dorothy Flowers,	Cleveland.
Libbie Alice Francis,	Vernon Center.
Iva Matilda Hallman,	Mankato.
Troy Edward Himmelman,	Mankato.
Charles William Holden,	Keystone, S. D.
Letitia King,	Faribault.
Sadie Ellen King,	Faribault.
Warner Charles Landfield,	Mankato.
Anna Josephine Lukes,	Ivanhoe.
Frances McMichael,	Vernon Center.
James August Nelson,	Morgan.
Lucile Rives,	Merriam Park.
Azelle Minerva Smith,	Mankato.
Florence May Smith,	Mankato.
Martin George Vikla,	Wesely.
Pearl Arvilla Williams,	Mankato

SECOND YEAR CLASS.

Josie Ahern,	Salem, S. D.
Eunice Ruth Ash,	Mankato.
Slema Henrietta Bachmann,	Young America.
Ralph Edison Barr,	North Mankato.
Ruth Katherine Barr,	North Mankato.
Earl Hamilton Black,	Rushmore.
Elsie M. Blume,	Belle Plaine.
Sidney R. Broadbent,	Le Roy.
Hilda Petronella Carlson,	Belgrade.
Lois Irene Clough,	Mankato.
Florence Dunlavey,	Madison Lake.
Lulu Mabel Elliott,	Walnut Grove.
Mary M. Farrell,	Avoca.
Matie Louise Fischer,	Minnesota Lake.
Cora Fromm,	Currie.
Alice Kathryn Hanson,	Mankato.
Olive Luella Harriman,	Mankato.
Alma Louise Hecker,	Mankato.
John Paul Hoffman,	Round Lake.
Abbie Kallem,	Round Lake.
Anton Norman Lindsoe,	Mankato.
Kaia Gotharda Lindsoe,	Mankato.
Nora L. Lund,	Kenyon.
Caroline Edna Muzzy,	Meriden.

Anna Margaret Parker,
 Charles Frank Pecholt,
 Melvin Roske,
 Veronica Agnes Saylor,
 Alice Amelia Schoelkopf,
 Philip Ashworth Schweickhard,
 Christian Scott,
 Ethel Blanche Scott,
 Ruth Verna Scott,
 Gea H. Sether,
 Minnie Sherlock,
 Lewis Leonard Shimota,
 Harry Johnson Steel,
 Josephine Rose Thayer,
 June Van Winkle,
 Clara M. Welty,

Garden City.
 Wesely.
 Gary, S. D.
 Barnum.
 Mankato.
 Mankato.
 Fairmont.
 Mankato.
 Mankato.
 Jackson.
 Belle Plaine.
 Wesely.
 Mankato.
 Mankato.
 Mankato.
 Dubuque, Iowa.

FIRST YEAR CLASS.

Ida Olivia Anderson,
 Ruth Lillian Austin,
 Floy Myrian Ball,
 Maud Florence Barnes,
 Sadie Hilma Blake,
 Thomas Bohan,
 Amelia Bouchard,
 Joseph James Brom,
 Clara Alice Burgess,
 Maud Frances Burgess,
 Alice Mildred Clements,
 Leroy Crocker,
 Leota Dickinson,
 Myra Dodge,
 Lillian Ella Duffey,
 Anna Alberta Ekle,
 Olwen Passavant Evans,
 Gerhard Julius Frandle,
 Mae Ellen Gardner,
 Elsie Gekeler,
 Paul Barnhard Gooderum,
 Augustine Gredvig,
 Maude Hammett,
 Edna Handy,
 Amelia Hanson,
 Emma Hanson,
 Mary Margaret Hartmann,
 Fannie Caroline Harvey,
 Myrtle Evelyn Hedberg,
 Florence Gertrude Hendley,
 Tora Marie Henrikson,
 Caroline Hensted,

Mankato.
 Mankato.
 North Mankato.
 Mankato.
 Mankato.
 Mankato.
 New Ulm.
 Wesely.
 Eagle Lake.
 Eagle Lake.
 Mankato.
 Mankato.
 Tracy.
 Good Thunder.
 Good Thunder
 Mankato.
 Mankato.
 Frost.
 St. Peter.
 Smith Mill.
 Porter.
 Delavan.
 Springfield.
 Good Thunder.
 Blue Earth.
 Hanska.
 Wilmont.
 Eagle Lake
 Mankato.
 Nicollet.
 Slayton.
 Mankato.

Carrie A. Hoffman,	Pipestone.
Sadie Alvina Holberg,	Good Thunders.
James Madison Ireland, Jr.,	Mankato.
Apolonia Jones,	Ottawa.
Esther Jones,	Mankato.
Irene Thusnelda Just,	Mankato.
Birdie May Kimble,	Mankato.
Percy Leroy Kimble,	Mankato.
Laura Matilda Larson,	Mankato.
Samantha Ann Lewis,	Delavan.
Eda Lien,	Delavan.
Hazel Bonnetta McKinzie,	Mankato.
Ernest Betram May,	Mankato.
Jennie O. Meacham,	Adrian.
Alice Mo,	Mankato.
Anna Murphy,	Huntley.
Margaret Murray,	Hammond.
Rueben Lee Nostdahl,	Mankato.
Joseph Novak,	Wesely.
Margaret Irene O'Connor,	St. Clair.
Minnie Olsen,	Mankato.
Tillie Serene Olsen,	Waseca.
Mary L. Osborne,	St. Peter.
Mabelle May Page,	Mankato.
Mildred Martell Parmelee,	Mankato.
Joseph Pavak,	Wesely.
A. Fred Peterson,	Avoca.
Lorena Peterson,	Tyler.
Bernice Captalia Pressnall,	Eagle Lake.
Merle B. Price,	Fairmont.
Harry Raihle,	Mankato.
Jaroslav James Rimnac,	Wesely.
Edith Schanck,	Worthington.
Alma Jennie Schaub,	Jeffers.
Dean Schweickhard,	Mankato.
Lelia Belle Scott,	Rushmore.
Helen Phillips Searing,	Mankato.
Helen E. Smith,	Jackson.
Alice Catherine Snook,	Mankato.
Hazel Lucile Snow,	Mankato.
Laura Mae Treanor,	Mankato.
William N. Troup,	Colman, S. D.
John Robert Valesh,	Wesely.
Mabel Widboom,	Slayton.
Florence Mae, Wier,	Swan, Iowa.
Sarah Ellen Wigley,	Mankato.
Jessie May Wilcox,	Garden City.
Leona Mary Wingen,	Good Thunder.
Herbert Edgar Young,	Mankato.

THREE YEARS ELEMENTARY COURSE.

THIRD YEAR CLASS

Eda Henrietta Amundson,	Frost.
Alice Malinda Anderson,	Butterfield.
Beulah Leona Banker,	Elysian.
Annette Edna Beebe,	New Auburn.
Jessie Anna Beebe,	New Auburn.
Ethel Isabelle Black,	Rushmore.
Huldah Ophelia Brendler,	Mankato.
Ida May Conkling,	Mankato.
Nina Crowell,	Dickinson.
Edna Aurilla Davis,	Geneva.
Leella Davis,	Geneva.
Robert Emmett Faricy,	Prior Lake.
Margaret Farrell,	Avoca.
Helen Mary Finnegan,	Tracy.
Elta Laura Firestone,	Mankato.
Lena Johanna Ernstina Frederick,	Hendricks.
Margaret Mary Friesch,	Grogan.
Marie Gardner,	Dodge Center.
Alexa May Garvin,	Le Sueur Center.
Anna Malende Haney,	St. Peter.
Christine Mary Heiertz,	St. James.
Nellie Frances Henderson,	Redwood Falls.
Henry Godfrey Hodapp,	Eagle Lake.
Ruby Harriet Hosfield,	Faribault.
Eunice Mae Howard,	Albert Lea.
Florence Madge Hunt,	Bricelyn.
Alma Martha Hunter,	Mankato.
Amanda Hannah Johnson,	Mankato.
Edla Carolyn Johnson,	Tyler.
Ona Johnson	Chester, Iowa.
Mary Ethel Jones,	LeSueur.
May Margaret Jordan,	Mankato.
Nellie Christine Karstad,	Nicollet.
Ethel Maie Kinsey,	Ottawa.
Anna Georgia Knutson,	Belview.
Mary Grace Lobdell,	Jasper.
Harriet Elspeth MacCallister,	Tracy.
Mabel Mildred McNeil,	Elysian.
Maud Mace,	Eagle Lake.
Alice Gertrude Meighan,	Twin Valley.
Lillian Pearl Muzzy,	Meriden, Wyoming.
Eureka Elizabeth Nitzkowski,	Mankato.
Mathilda Edith Ouverson,	Canby.
Mabel Winifred Paff,	Mankato.
Eleanor Roberts,	New Ulm.
Katherine Eleanor Roberts,	Mankato.
Ada Frances Russell,	Mankato.

Mary Schaefer,
 Ida Schier,
 Emma Seaquist,
 Enid Searing,
 Ida Helen Tressler,
 May Eliza Ward,
 Ida May Willson,
 Myra Belle Willson,
 Lura Bessie Wing,
 Bernice Olive Wood,
 Belle McKee Yendes,

Mankato.
 Mankato.
 Eagle Lake.
 Mankato.
 Blue Earth.
 Carver.
 Lake Crystal.
 Lake Crystal.
 Arlington, S. D.
 Mankato.
 Mankato.

SECOND YEAR CLASS.

May Abels,
 Maude S. Anthony,
 Eda Marie, Bennett,
 Emma G. Bestland,
 Iva Etta Bigelow,
 Etta Edna Boston,
 Martha Braafladt,
 Estella Josephine Bragdon,
 Ruth Isabelle Bragdon,
 Blandina Sybil Breher,
 Anna Mathilda Brude,
 Alma Elizabeth Carlson,
 Minnie Minerva Chapman,
 Effie Conkling,
 Loretta Daley,
 Edna May Davis,
 Abbie Roxanna Day,
 Anna Christina Dunphy,
 Julia Sophia Ellingson,
 Mabel Freundl,
 Ida Marilla Fuller,
 Gladys Leona Gilkey,
 Eva May Hall,
 Iva Harper Hall,
 Mabel Emelia Hanson,
 Mabel Josephine Hanson,
 Addie Mary Jones,
 Rose Frances Marie Keogh,
 Martha Theodora Kohl,
 Tracie Marie Kranz,
 Mabel Kurth,
 Ottillia Justina Lamm,
 Nettie Grace Lester,
 Leonora Lieberg,
 Ruth Clondine Lueben,
 Mary McCormack,
 Jeanette Anna McKenzie,
 Blanche Thelma Madigan,

North Mankato.
 Granada.
 Mankato.
 Granite Falls.
 Dodge Center.
 Mankato.
 Belview.
 Mankato.
 Mankato.
 Owatonna.
 Mankato.
 Lake Crystal.
 Murdock.
 Mankato.
 Madison Lake.
 Cleveland.
 Willmar.
 Preston.
 Mankato.
 Mankato.
 Mankato.
 Prior Lake.
 Balaton.
 Balaton.
 Round Lake.
 St. Peter.
 Lake Crystal.
 Cleveland.
 St. Peter.
 Mankato.
 Mankato.
 Mankato.
 Vernon Center.
 Mankato.
 Appleton.
 Green Isle.
 Vesta.
 Eagle Lake.

Martha Eliza Miller,
 Thomas A. Moran,
 Mary Veronica Murphy,
 Gena Marie Nelson.
 Annie Ness,
 Eva May Nichols,
 Alice Julia Peterson,
 Helen Anna Peterson,
 Anna Sylvia Poulson,
 Hazel Beatrice Probart,
 Clara Evelyn Reedstrom,
 Merle Richardson,
 Ella Gertrude Schimmelpfennig,
 Bergitta Amanda Sherdal,
 Jennie Sietsema,
 Nora Ellen Sorenson,
 Kate Nadine Soule,
 Roy Warwick Steel,
 Archie Elmer Tanner,
 Mildred Estella Thomas,
 Julia Anna Thompson,
 Katherine Trampert,
 Albert Werner,
 Selma Addie Wiemann,
 Frances Ruth Wingen,
 Jennie Wingen,
 Jessie Wyatt,

Garden City.
 Iona.
 Mankato.
 Mankato.
 Spring Grove.
 Mankato.
 Nicollet.
 Fergus Falls.
 Belle Plaine.
 Mankato.
 Rapidan.
 Lake Crystal.
 Mankato.
 Granite Falls.
 Rushmore.
 Balaton.
 Mankato.
 Eagle Lake.
 Mankato.
 Mankato.
 Ellendale.
 Mankato.
 Springfield.
 Henderson.
 St. Clair.
 Smith Mill.
 Bigelow.

FIRST YEAR CLASS

Lucy Armstrong.
 Florence Gertrude Baynes,
 Mary Luella Baynes,
 Rosa Bean,
 Rosella Bird,
 Gertrude L. Blanchard,
 Eva Cornelia Bolin,
 Martin Bondhus,
 Stella Rose Bouchard,
 Katherine J. Bowe,
 Bridget Broderick,
 Alice Byrne,
 Anna Lenore Carlson,
 Christine Cedarholm,
 Mary Harriet Church,
 Jessie May Cole,
 Helena Margaret Connor,
 Margaret Conway,
 Gilbert Timothy Daley,
 Mary Chloe Deegan,
 Emma Selina Docken,
 Monica Margaret Doyle,

Mankato.
 Mankato.
 Eagle Lake.
 Madelia.
 Waseca.
 Balaton.
 La Salle.
 Lake Wilson.
 New Ulm.
 Mankato.
 Waseca.
 Kilkenny.
 Lake Crystal.
 Balaton.
 Mapleton.
 Amboy.
 Eagle Lake.
 Waseca.
 Madison Lake
 Mankato.
 Mankato.
 Easton.

Nellie M. Dunn,	Anoka.
Mary Margaret Dynes,	Kilkenny.
Nellie Louretta Dynes,	Kilkenny.
Cora Alice Ekle,	Mankato.
Gladys Eldridge,	Mankato.
Bessie Ellingson,	Bricelyn.
Elizabeth Alma Elliott,	Mankato.
Margaret Mary Fagan,	Doon, Iowa.
Margrete Fahey,	Belle Plaine.
Freda V. Falk,	Garvin.
Florence Forster,	Eagle Lake.
Hulda Frank,	St. Clair.
Viva Reed Geddes,	Mankato.
Gladys H. Gibney,	Eden Valley.
Addie Gilmore,	Mankato.
Pearl Gilmore,	Alexandria.
Blanche Mary Goddard,	Bemis, S. D.
Myrtle Goldenecrown,	Joliet, Ill.
Alice Hazel Goodrich,	Mapleton.
Inez Amelia Goodrich,	Mapleton.
Lottie Gottschalk,	Judson.
Anna Gruber,	Dundas.
Cecilia Catherine Hammel,	Janesville.
Charles Andrew Hansen,	Alden.
Clara Christina Hansen,	Round Lake.
Juliane Sofie Hansen,	Tyler.
Matilda Harriet Hansen,	Round Lake.
Clara Hanson,	Blue Earth.
John James Hanson,	Balaton.
Cynthia Pearl Harbo,	Courtland.
Mabel Mary Harlin,	Mankato.
Hilda Olea Haugen,	Granite Falls.
Bertha C. Havnen,	Bricelyn.
Myrtle Luella Hayes,	Mankato.
Cecelia B. Healey,	Waseca.
Nellie E. Hehir,	Granada.
Lois E. Hengel,	Fairmont.
Nora Gustava Henjum,	Frost.
Nellie Beatrice Hipple,	Russell.
Clara Hoverson,	Janesville.
Edith S. Iliff,	Winnebago.
Jessie Magdelin Johnson,	Judson.
Manda Josephine Johnson,	Appleton.
Addie Lovina Jones,	Fairmont.
Tena Kettleson,	Jackson.
Emma Augusta Kopke,	Smith Mill.
Anna Celia Lang,	Smith Mill.
Mabel Lulu Larrabee,	Ronneby.
Carrie Marie Larson,	North Mankato.
R. Jeanette Larson,	Alden.
Cecilia Mary Leick,	Madelia.
Edna Florence Lewis,	Springfield.

Nellie G. Lilly,
 Myrtle M. Lindquist,
 Margaret Linnihan,
 Marie A. Lohr,
 Lillian Bridget Lynch.
 Marie Josephine McNeuey.
 Grace Agnes Madigan,
 Hattie Emelia Madson,
 Alma Mary Magley,
 Mayme L. Maher,
 Cecelia Rose Mahoney,
 Lena Mahre,
 Anthony Jennings Malmquist,
 Florence Maloy,
 Kate E. Mehlhouse,
 Mabel Mettler,
 Mary Margaret Mullen,
 Emma Murphy,
 Agnes A. Page,
 Bessie E. Page,
 Emma Palm,
 Clara Julia Peterson,
 Eliza Maria Rackemann.
 Crystal Reiman,
 Lena Reins,
 Olive Emma Romack.
 Adeline Barbara Schaus,
 Ella Eliza Schoen,
 Edna Sharp,
 Louise Anna Shoemaker,
 Anna Marie Smith,
 Marie Evangeline Smith,
 Anna A. Stephan,
 Sophia Mabel Stomne,
 Ellinor Augusta Strong,
 Dora Alvina Taylor,
 Ella E. Thom,
 Albert David Thompson,
 Bessie Thorgerson,
 Josephine Torgerson,
 Harry C. Van Loh,
 Rosalie Annie Vargo,
 Bertha Louise Weber,
 Ellen Charlotte Marie Wederath,
 Ray Clifton Weech,
 Susan Weir,
 Oscar West,
 Agnes Wethall,
 Ingeborg Wethall,
 Lydia Louise Wiegand,
 Cora Cathryn Wingen,
 Dollie May Wolcott,
 Henry Martin Zehm,

Janesville.
 Dundee.
 New Richland.
 Bruce, S. D.
 Smith Mill.
 Blue Earth.
 Madison Lake.
 Madelia.
 Eagle Lake.
 Montgomery.
 Avoca.
 Dell Rapids, S. D.
 Rushmore.
 Le Sueur Center.
 Olivia.
 Mankato.
 Mankato.
 Green Isle.
 Jackson,
 Jackson,
 Waseca.
 Butterfield.
 Arco.
 Lake Crystal.
 Ruthton.
 Mankato.
 Mankato.
 Owatonna.
 Mankato.
 Mankato.
 Kilkenny.
 Kilkenny.
 Wesely.
 Wilder.
 Blue Earth.
 Mankato.
 Cologne.
 Rushmore.
 Kiester.
 Ellendale.
 Waseca.
 Kilkenny.
 Mankato.
 Morton.
 Westbrook,
 Mankato.
 Lake Benton.
 Butterfield.
 Butterfield.
 Mankato.
 Smith Mill.
 St. Clair.
 Mankato.

SPECIAL STUDENTS.

Edith Bethke,
Ella Anna Buchholtz,
Jessie Evangeline Culbert,
Alice Grace Deming,
Mabel Donaldson,
Anna Elizabeth Fahey,
Clara L. Freemott,
Sarah R. Hacklander,
Ethel Haggard,
Maud Edna Holman,
Louise W. Holste,
Daisy Immell,
Nellie Pearl Johnson,
Agnes Esther Jorgenson,
Walter Roy Kelley,
Mabel Estelle Larson,
Faith Lester,
Josephine McBride,
Blanche Malchow,
Mabel O. Norrell,
Susie E. Parker,
Alice Dibble Richardson,
Anna Ryan,
Laura G. Torsten,
Hazel Walrod,
Hattie E. Wheeler,
Leona Isabelle Young,
Hans John Yngve,

Waseca.
Mankato.
Faribault.
Harris.
Tracy.
Graceville.
Alden.
Blue Earth.
Mankato.
Mankato.
Echo.
Blair, Wis.
Mankato.
Ceylon.
Eden Valley.
Carver,
Minnesota Lake.
Mankato.
Lamberton.
Springfield.
Winnebago.
Cannon Falls.
New Richland
Springfield.
Faribault.
Slayton.
Good Thunder
Mora.

THE ELEMENTARY SCHOOL.

GRAMMAR DEPARTMENT.

REVIEW CLASS.

Frank Bastyr,
Stella Bouchard,
Mary Deegan,
Carrie Deegan,
Cora Ekle,
Elsie Gekeler,
Hans M. Hansen,
Axel Jorgensen,

Lenhart Johnson,
Mabel Larrabee,
Charlie Nelson,
Joseph Novak,
Emma Palm,
Oscar West,
Florence Wier.

A. EIGHTH.

Ella Anderson,
Clayton Baker,
Charlie Baker,
Alice Bohan,
Paulina Bucholz,
Ruby Coon,
Doris Curran,
Margaret Davies,
Elmer Door,
Lillian Duffey,
Blodwen Evans,
Delbert Edwards,
Emma Hansen,
Florence Hendley,

Sadie Holberg,
Mabel Johnson,
Blanch Kapernick,
Ruth Kimble,
Frank McWaide,
Ella Neubert,
Clara Peterson,
Harry Raihle,
Minnie Strand,
Laura Treanor,
Emma Voldahl,
Arthur Wichman,
Selma Winden,
Harry Ward.

B. EIGHTH.

Lawrence Brewer,
May Call,
Alvina Edwards,
Mamie Ellis,
Arthur Farisy,
Meredith Griffith,
Hilvina Holmgren,
Hazel Jones,
Harry Lundberg,

Annie Macbeth,
Tillie Manderfeld,
Stella Morrisou,
Lena Peterson,
John Priem,
Arthur Ruder,
Ethel Thayer,
Frank Thayer,
Della Van Bogart.

STATE NORMAL SCHOOL

A. SEVENTH

Gurnsey Bacon,
 Cornell Buffham,
 Kathryn Brown,
 Jessie Collins,
 Robert Cooper,
 Alvin Crocker,
 Oliver Groh,
 Julia Hammond,
 Frank Henlein,
 Nellie Hotaling,
 Ruth Housgord,
 Ethel Hughes,
 Eunice Hughes,
 Floyd Hynson,

Fanny Jones,
 Hattie Jeffers,
 Elmer Kurth,
 Grace Lang,
 Ila Luthultz,
 Emma Magly,
 Edna Mac Donald,
 Albert Mochlenbrock,
 Florence Nitzkowski,
 Valta Peterson,
 Otto Reedfield,
 Louis Strobel,
 Ellis Schweickhard,
 Jane Thayer.

B. SEVENTH.

Ruth Cooke,
 Ella Conrad,
 Ray Cummings,
 Henry Feldbusch,
 Irene Fleischmann,
 John Fitz Gerald,
 Josephine Healey,

Lewis Hendley,
 Mary Herbst,
 Veronica Klages,
 Mary Lloyd,
 John Maloy,
 Elizabeth Meyers,
 Lydia Weber.

INTERMEDIATE DEPARTMENT.

SIXTH GRADE.

Arthur Antoine,
 Verna Babcock,
 Frank Balkenhal,
 Frank Bastyr,
 Esther Berg,
 Harry Berg,
 Gertrude Clements,
 Ella Conrad,
 Ruth Cooke,
 Ruth Craver,
 Alvin Crocker,
 Ray Cummings,
 Gudmund Dahl,
 Miriam Davies,
 Emma Dueball,
 Henry Feldbusch,

Pearl Gjestrum,
 Minnie Hammond,
 Abraham Harder,
 Louis Hendley,
 John Henline,
 Mary Herbst,
 John Horway,
 Lars Ibsen,
 Nellie James,
 Lenhart Johnson,
 Joseph Kalina,
 Harold Kerfoot,
 Ella Kockeritz,
 Ernest Koetting,
 Hazel Kurth,
 Winifred Kurth,

Margaret Lindahl,
 Grace Lorentz,
 Mary Lloyd,
 John Maloy,
 Irl Morgan,
 Husted Perry,
 Frank Rimnae,

Gregor Robel,
 Donald Schroeder,
 Harold Schroeder,
 Rosella Smith,
 Dayton Thayer,
 Dorothy Wilcox,
 Hale Yeaple.

FIFTH GRADE.

Lillian Anderson,
 Gladys Babcock.
 Floyd Barnard,
 Fenner Buffham,
 Fred Carlson,
 Mark Coughlan,
 Esther Craver,
 Margaret Dackins.
 Dorothy Dunning,
 Ellen Foley,
 Margaret Funston,
 Charles Hancock,
 Russell Hauck,
 Alice Hayward,

Kenneth Hoerr,
 Earl Kimble,
 Merrol Kimble,
 Daniel Lloyd,
 Reuben Lundquist,
 Arline Menton,
 Clayton Moore,
 Adelaide Rood,
 Margaret Schmitt,
 Irene Schoelkopf.
 John Thew,
 Francis Wade,
 Lottie Williams,
 Katherine Wise.

FOURTH GRADE.

Ruth Abbott,
 Hanley Aitken,
 Stanley Aitken,
 Wallis Bacon,
 Warren Dauber,
 Ella Dueball,
 Allegra Eldridge,
 Margaret Geddes,
 Genevieve Gjestrum,
 Helen Hart,

Clyde Hoerr,
 Kenneth Kerfoot,
 Viola Knight,
 Clements Lorentz,
 Howard Nelson,
 Dorothy Parry,
 Elizabeth Pell,
 Laura Pell,
 Elwen Skinner,
 Claude White,
 Ruth Young,

PRIMARY DEPARTMENT.

FOURTH GRADE B.

Parker Abbott,
 Linna Barnes,
 Hale Clements,
 Dorothy Comstock,

Gladys Culp,
 Myfanwy Evans,
 Lucile Fischer,
 Paul Jones,

STATE NORMAL SCHOOL

Claude Masters,
Victor Nitzkowski,

Leila Owen,
Lester Patterson,
Elmer Slama,

THIRD GRADE A.

Berlyn Barnes,
John Bohan,
Floyd Coalter,
Clifford Draper,
William Flanagan,
Herbert Gjerstrum,
Pearl Hammond,

Ewalt Hedt,
Mabel Larson
Lillian Lindholm,
Donald Owen,
Mollie Sandbo,
Harold Schoelkopf,
Ray Yeaple,

SECOND GRADE.

Lester Barnes.
Elmer Berg.
Alice Brown.
Helen Carlson.
Lucile Coalter.
Al Cyphers.
Vada Cyphers.
Grace Eldridge.
Enid Evans.
Helen Evans.
Estelle Hornburg.
Irene Hughes.

Emil Larson.
Roland Patterson.
Helen Pell,
Dan Robb.
Glenn Scott.
Hazel Strickland.
Paul Taylor.
Louise Vogel.
Winnifred Warren.
Edith Wasgatt.
Walter Wasgatt.
Elizabeth Wells.

FIRST GRADE.

Blanche Antone.
Rollin Austin.
Myrtle Barnes.
Violet Berndt.
Dick Bohan.
Robert Brown.
Edith Cyphers.
Lyle Cyphers.
Ceridwen Evans.
Edward Evans.
Leona Hauck.
Albert Hedt.
George Hedt.
Russell Hiam.
Pennell Hixon.
Louise Holbrook.
Gladys Howe.
Eleanor Janda.

Grace Jones.
Lyle Jones.
Jerome Lang.
George Larson.
Virginia Lindholm.
William Lloyd.
Tootsey Lorentz.
Margaret Masters.
Grace McCall.
Myrtle Oleson.
Edward Searing.
Alice Slama.
Mildred Snyder.
Clyde Strickland.
Clarissa Trowbridge.
Edgar Weaver.
George White.
John Willard.

KINDERGARTEN.

Helen Beach.
Audrey Beise.
Phyllis Beise.
Violet Berndt.
Robert Brown.
Ruth Buffham.
Marion Dailey.
Marjorie Dailey.
Halsey Davidson.
Hazel Dell.
Dorothy Eberhart.
Ceridwen Evans.
Donald Fitzloff.
Angeline Fuller.
May Gjestrum.
Daryl Hart.
Howard Hauck.
Murray Hawes.
Marion Hiam.
Pennell Hixon.
Eleanor Holbrook.
Mary Holbrook.
Charles Hornburg.
Ralph Hughes.
Richard Hughes.
Eleanor Janda.
Robert Janda.
Edith Jones.
Katherine Jones.
Lyle Jones.
Thmomas Jones.

John Klein.
William Llyod.
Tootsey Lorentz.
Irene Masters.
Mary Helen Meagher.
Aledia Munson.
Edgar Nelson.
Wesley Nelson.
Lucile Otto.
Marie Otto.
John Pfau.
Robert Pfau.
Frederick Pfeffer.
Harold Schmidt.
Earl Snyder.
Brett Taylor.
Carol Taylor.
Leah Taylor.
Clarissa Trowbridge.
Elmer Uppstrom.
John Uppstrom.
Julia Uppstrom.
Lester Wade.
Edgar Weaver.
Howard Williams.
Bailey Wilson.
Margaret Wise.
Mabel Yeaple.
Elizabeth Young.
Cornelius Zimmerman.

SUMMARY

NORMAL SCHOOL.

Graduate Courses—

Senior Graduate Class.....	19
Junior Graduate Class.....	25
Senior Kindergarten Training Class.....	11
Junior Kindergarten Training Class.....	13
Elementary Graduate Class.....	208
	— 276

Advanced Academic-Professional Courses—

Senior Class	12
Junior Class.....	26
Third Year Class.....	23
Second Year Class.....	40
First Year Class.....	81
	— 182

Elementary Course—

Third Year Class.....	58
Second Year Class.....	65
First Year Class.....	127
	— 250

Special Students.....	28
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Total for the Normal Department.....	736
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ELEMENTARY SCHOOL.

Grammar Grades.....	103
Intermediate Grades.....	94
Primary Grades	87
Kindergarten	61
	— 345
Counted in two departments.....	18

Total for the Elementary School.....	327
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Total in both departments.....	1,063
Counted twice.....	16

Whole number of students during the school year....	1,047
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In addition 175 students were in non-credit review classes during the Summer Session.



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